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ABSTRACT

A mail survey was conducted of 149 students (grades 4-8) with special needs in 19 school systems in inner city, suburban, and rural settings to determine their knowledge of cultural diversity and to identify their educational needs in this area. Results are organized around the seven areas of multicultural emphasis in the survey: (1) knowledge of folklore; (2)multicultural aspects of everyday life; (3) social studies; (4) leadership; (5) traditions; (6) the arts; and (7) sports and leisure activities. The study concluded that all these cultural diversity areas are crucial for the student with special needs, that students with special needs did not demonstrate a broad cultural knowledge in any of the seven areas explored, and that teachers need to review the quality of information presented in the classroom as it relates to the understanding and acceptance of cultural diversity. Much of the document consists of appendices which provide a copy of the questionnaire and detailed analysis of each question on the questionnaire. (DB)

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Running head: CULTURALLY DIVERSE NEEDS

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Are the Culturally Diverse Needs of Children Being Met in Special Education?

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Abstract

A panel discussed cultural diverse knowledge in seven areas of need to emphasize for students in special education with recommendations for instruction. Research findings from a regional survey of inner city, suburban, and rural settings for teachers and students was given. Practical ideas for classroom teachers were included.

Are the Culturally Diverse Needs of Students Being Met in Special Education?

A regional survey of special education teachers and students was presented to demonstrate the response to the knowledge of cultural diversity and student needs. The problem of presenting knowledge of cultural differences to students with special needs was explored with teachers from inner city, suburban, and rural school systems. Further, students from those representative settings were assessed as to their cultural knowledge. The hypotheses were that there would be no significant differences among teachers or students by geographic locality, school district size, or cultural background.

Literature on this particular topic was scarce. There does not appear to be research completed with students with special needs regarding their knowledge or perceptions about cultures. Hardman, Drew, Egan, and Wolf (1993) stated that among students with disabilites, it is estimated that approximately 41 percent are from culturally divergent backgrounds. This number is increasing. Students in American schools are more culturally and linguistically diverse than ever before (Center on National Educational Policy (1996).

According to the Bureau of the Census in 1993, 67.6% of the children in U.S. schools were white, 15.8% were African American, 11.9% were Hispanic, and 4.8% were from other racial backgrounds. Estimates of diversity in the United States indicate that by the year 2000, 46% of school-age youth will be African-Americans, Hispanics, or Asian-Americans (Schultze & Gammon, 1995).

By the year 2030, non-Hispanic white children are projected to be a minority of the school-age population (U.S. Bureau of the Census, 1993).

According to Banks (1993), decisions about teaching approaches occur by matching the needs of culturally diverse students in the classroom. It should pervade all subject areas, being reflected in the stories or literature addressed in language arts or English, in assignments given in science and math classes, and in the community contacts students make in vocational classes (Friend & Bursuck, 1996). General research on multiculturalism by Denton & Muir (1994) indicated that introduction of photographs of various races, along with the introduction of multicultural literature in school textbooks in the United States, was found to improve students' attitudes and understanding of other cultures.

Method

Research was done by a mail survey to 21 regional school systems as cited in specific geographic locations throughout the state of Illinois. Seven school systems were identified as urban, seven school systems were identified as suburban, and seven school systems were identified as rural. As shown in Table 1, 19 respondent school sites were identified as urban, suburban, or rural school systems.

Insert Table 1 about here

Each school was sent a packet of information containing a cover letter to the designated contact teacher for students with special needs, ten student forms for random distribution in that site, and self-addressed stamped return envelopes. See Appendix A for a copy of the survey questionnaire. Demographic information, thirty-five questions rated on a Likert-type scale, and seven open-ended response questions were included. The data was tabulated in terms of frequency of responses and analyzed by a Chi-square probability test of independence with observed frequencies, parametric frequencies, and cell square contingencies reported. Evaluation included review of frequencies, degrees of freedom, and levels of significance at the .05 level. Major findings included the seven areas of emphasis. On the basis of these findings, knowledge of cultural diversity is limited but essential for the student in special education.

In response to the question, are the needs of culturally diverse students being met in special education, the answer was multifaceted. There were seven distinct focused areas for educating students with special needs about cultural diversity. These areas included folklore, everyday life, social studies, leadership, traditions, the arts, and sports activities.

Results

Demographics in the completed surveys revealed that 40% of the student responses came from urban schools, 33% came from suburban schools, and 27% came from rural schools. Table 2 shows the type of school represented.

Insert Table 2 about here

The students surveyed were in grade levels four through eight. Participants at grade four were 3%, grade five were 13%, grade six were 29%, grade seven were 32%, and grade eight were 23%. The results are listed in Table 3.

Insert Table 3 about here

Students ranged from nine years to fifteen years of age. Most students were ages twelve (25%), thirteen (29%), and fourteen (21%). The results are listed in Table 4.

Insert Table 4 about here

Student gender was identified as 69% male and 31% female. The results are listed in Table 5.

Insert Table 5 about here

Student origin was identified and reported in 11 categories. Minorities were identified as 66% of the special education student population in this study. The results are listed in Table 6.

Insert Table 6 about here

The majority of students (87%) reported three or less cultures studied and the maximum total number of cultures studied was identified as seven (1%). The results are listed in Table 7.

Insert Table 7 about here

When the total number of different cultures studied was identified, the majority of students (96%) reported three or less different cultures studied, and the maximum total number of different cultures studied was indicated as six (1%). The results are listed in Table 8.

Insert Table 8 about here

English was the predominant language spoken at home (80%). Spanish was the second most cited language spoken at home (13%). The results for all languages spoken at home are listed in Table 9.

Insert Table 9 about here

Thirty five questions were administered in the seven areas of cultural diversity with five questions in each area. Crosstabulation by school type (urban, suburban, and rural)

with each of the survey questions did not result in a significant Chi-square value at the .05 level of confidence for questions one to thirty five. The responses were not different enough to produce significant Chi-square values. However, there appears to be consensus that the students did respond positively with sixteen questions and disagreed with three questions as stated. Means, standard deviations, Chi-square values, degrees of freedom, and levels of significance are presented in Table 10. The results are listed in Appendix B.

Insert Table 10 about here

Discussion

Within each topic, numerous areas of emphasis needed to be presented to students. When educating students with special needs, all instructional modes should reinforce repetition, provide practice opportunities, and use multisensory materials. Learning strategies using varied techniques are essential for meeting the requirements of students with special needs when studying cultural diversity.

The first area explored was folklore. Knowledge of cultural folktales is essential in building student interest. Of the 149 student responses, there were less than 30 folklores cited by students. However, 36 students could name more than one folklore. This indicated a necessity for teachers to assist students in identification of more cultural folklore.

Focused activities for reading and language arts can be expanded to include cultural folklore.

The second area, everyday life, targeted daily activities such as education, work, homelife, and language. The students viewed education as important for getting a job. The language at home was reported to be used in school. However, activities done by the student at home were viewed as less important in the school. Educators can increase the home to school connection by developing a sensitivity to diverse cultural backgrounds of their students. Sileo, Sileo, and Prater (1996) suggest that teachers can identify the characteristics of their own racial, ethnic, and cultural groups to clarify those values that may influence their relationships with the family. The student in special education needs to have a practical foundation to understand how homelife can be valued at school. According to Manning and Lucking (1993), educators should choose culturally appropriate activities. More emphasis needs to be placed on recognition of individual cultural activities done at home.

Another important area was social studies. This area encompasses the diversity of government, geography, and history of cultures. It is imperative to recognize the importance of the difficulty students face in acquiring these abstract concepts. In order to meet this area's needs, teachers must incorporate real life examples, concrete activities, and allow students to participate in peer collaborative learning. An example would be where students could travel to different continents and countries

using student created passports, clipping current related newspaper articles, dressing for the climate and culture, preparing food common to that culture, making classroom and school displays, or creating cultural reports with their peers.

For the fourth area, leadership was emphasized. Recognition of legendary leaders from culturally diverse backgrounds were reflected in the survey. However, very few of the students indicated the name of a female leader from another culture or a female leader that had influenced them. A unit on women in history might aid students in recognizing more female role models. Another important element revealed that cultural leaders had not influenced the students personally at this point in their lives. When teachers recognize leaders from the student's own culture in classes, student's positive self-esteem may increase.

Traditions was the fifth topic of focus. Traditions make culture unique. The study of celebrations is necessary for students with special needs. Within the population studied, there was a frequent reference to ethnic foods. This area could be expanded by teaching about ceremonies, celebrations, and historically significant events. Perception of self identity is enhanced through traditions exploration.

The next emphasis was within the area of the arts. This included art, music, and drama unique to cultural groups. Through the arts, a culture is identified. Survey results reflect contemporary art, music, and drama popular within students' cultural experiences that teachers might incorporate in curriculum planning. For example, cultural diverse contemporary

music that is popular or familiar to the students can be included in materials presented by teachers in integrated thematic lessons.

The seventh area included sports and leisure activities. This topic encompassed culture-specific games, athletics, and leisure activities appropriate for the student with special needs. All the cultures represented by students agreed on the most common sports activities. Knowledge of other events from around the world might be included in social studies, math, science, and language arts for these students.

On the basis of the findings of this study, the following conclusions appear to be warranted:

1. All of these cultural diversity areas are crucial for the student with special needs.

2. According to this survey, students with special needs did not have a broad cultural knowledge base in any of the seven areas explored.

3. Teachers need to begin to review the quality of information introduced in the classroom as that information relates directly to the understanding and acceptance of cultural diversity.

Table 1

Illinois Schools in the Cultural Diversity Study

School (n = 21)	Size
01	Urban
02	Urban
03	Rural
04	Urban
05	Urban
06	Urban
07	Rural
08	Suburban
09	Rural
10	Rural
11	Suburban
12	Suburban
13	Rural
14	Suburban
15	Suburban
16	Urban
17	Urban
18	Rural
19	Suburban
20	Suburban
21	Rural

Table 2

Type of School

Size (n = 149)	%	Frequency
Urban	40	69
Suburban	33	49
Rural	27	40

Table 3

Grade Level

Grade	(n = 149)	%	Frequency
4		3	5
5		13	19
6		29	43
7		32	48
8		23	34

Table 4

Student Age

Age (n = 149)	%	Frequency
9	1	2
10	7	10
11	10	15
12	25	37
13	29	44
14	21	31
15	7	10

Table 5

Student Gender

Gender (n = 149)	%	Frequency
Female	31	46
Male	69	103

Table 6

Student Origin

Origin (n = 149)	%	Frequency
African American	42	62
Asian American	1	2
Caucasian (White)	34	50
Foreign Student	3	4
Hispanic American	11	16
Native American (American Indian)	3	5
African American & Caucasian	1	2
African American & Native American	1	2
Caucasian & Hispanic American	1	1
Caucasian & Native American	2	3
Hispanic American & Native American	1	2

Table 7

Total Number of Cultures Studied

Studied (n = 149)	%	Frequency
0	23	34
1	33	49
2	19	29
3	12	18
4	9	14
5	2	3
6	1	1
7	1	1

Table 8

Number of Different Cultures Studied

Different (n = 149)	%	Frequency
0	30	44
1	38	56
2	16	24
3	12	18
4	3	5
6	1	2

Table 9

Language(s) Spoken at Home

Home (n = 149)	%	Frequency
English	80	119
English & Spanish	10	15
English & Korean	1	1
English & German	1	1
English & Polish	1	2
Spanish	3	4
Tagalog	1	1
English & French	1	2
English & Filipino	1	1
English, Polish, French & Spanish	1	1
Missing Data	1	2

Table 10

Student Questions about Cultural Diversity

Questions (n = 149)	$\bar{X}$	SD	X^2	df
1	3.06	1.58	29.75	4
2	3.08	1.75	64.82	4
3	2.73	1.63	36.48	4
4	2.43	1.59	70.28	4
5	2.57	1.75	101.72	4
6	4.33	1.33	288.86	4
7	4.42	1.19	272.83	4
8	1.74	1.51	322.63	4
9	3.13	1.71	53.01	4
10	3.94	1.48	139.82	4
11	2.51	1.74	119.64	4
12	2.93	1.58	22.35	4
13	3.79	1.52	98.45	4
14	2.90	1.61	34.05	4
15	4.05	1.45	178.61	4
16	4.01	1.42	140.99	4
17	3.03	1.69	42.97	4
18	2.64	1.70	71.06	4
19	3.84	1.55	132.97	4
20	3.29	1.68	55.85	4
21	3.79	1.46	104.82	4
22	4.08	1.52	207.86	4
23	3.69	1.50	67.59	4
24	4.52	1.09	313.40	4
25	3.03	1.63	39.83	4
26	3.83	1.47	107.79	4
27	4.09	1.33	144.28	4
28	3.87	1.60	158.62	4
29	4.25	1.20	182.94	4
30	3.54	1.65	83.93	4
31	2.09	1.52	146.07	4
32	4.13	1.43	211.63	4
33	3.65	1.50	66.38	4
34	3.14	1.61	36.69	4
35	3.66	1.69	128.29	4

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Appendix A

Student Survey Form

As part of promoting cultures from around the world, we would like to know how much you know about different cultures. By completing this survey, you will help teachers understand what material they need in teaching about many cultures. If you have any questions about any word, please ask your teacher.

First please give some basic information. We are not interested in knowing your name and your individual response is confidential.

What grade are you in? _____

What class were you in when you received this form?

_____

What is your birthdate? _____

How old are you? _____

What different cultures do you study in school? _____

_____

What holidays do you celebrate in school? _____

_____

What holidays do you celebrate at home? _____

_____

What language(s) are spoken at home? _____

_____

Check the blank(s) that apply:

What is your origin?

___ African American
___ Asian American
___ Caucasian (White)
___ Foreign Student (Name the country _____)
___ Hispanic American
___ Native American (American Indian)

What is your gender?

___ Female
___ Male

STUDENT SURVEY FORM

Here are some questions as to your beliefs regarding cultures There are no right or wrong answers, only how you believe at this time.

Please rate each item on a scale of 1 - 5 with
1 = disagree to 5 = agree.

	(1 = disagree, 5 = agree) Disagree to Agree				
Circle your rating for each question.	1	2	3	4	5
1. I like listening to folklore (a made up story about a famous person, place, or event which might have some truth to it).	1	2	3	4	5
2. I have read folklore during this school year.	1	2	3	4	5
3. I think learning about folklore is unimportant.	1	2	3	4	5
4. My teachers have discussed folklore in several classes.	1	2	3	4	5
5. I can tell about four folklores.	1	2	3	4	5

Some folklores that I know include: _____

_____

_____

6. My language at home is used in school.	1	2	3	4	5
7. Education is important to me.	1	2	3	4	5
8. Education is not important in getting a job.	1	2	3	4	5
9. Things I do at home are important in school.	1	2	3	4	5
10. What I do at school is encouraged at home.	1	2	3	4	5

Languages that I speak include:

_____

_____

11. I can name another system of government other than the one used in our country. 1 2 3 4 5

12. If a country was named, I could tell in which hemisphere that country was located. 1 2 3 4 5

13. I can recognize all seven continents on a globe. 1 2 3 4 5

14. I am not familiar with the history of a culture other than my own. 1 2 3 4 5

15. Learning about other cultures is important. 1 2 3 4 5

Name any continents that you know. _____

_____

_____

16. I have learned about different types of leaders in school. 1 2 3 4 5

17. I can name some leaders who are from another culture other than my own. 1 2 3 4 5

18. Leaders have not made a difference in my life. 1 2 3 4 5

19. Leaders should be able to work with other leaders. 1 2 3 4 5

20. Leaders do not always meet the needs of their people. 1 2 3 4 5

Name some leaders from other cultural groups. _____

_____

_____

_____

Name some leaders that have influenced you. _____

_____

_____

_____

21. Traditions help me understand other cultures. 1 2 3 4 5

22. Other people may not celebrate the same holidays that I do. 1 2 3 4 5

23. I know the traditions of my culture. 1 2 3 4 5

24. Some cultural groups eat different foods. 1 2 3 4 5

25. Traditions are not important to all cultures. 1 2 3 4 5

Name some of the traditions you have in your family.

_____

_____

26. Learning about art, music, and drama help me understand about other cultures. 1 2 3 4 5

27. Some cultural groups may use the arts to share their culture. 1 2 3 4 5

28. All cultures do not listen to the same kind of music. 1 2 3 4 5

29. Plays can show us about different cultures. 1 2 3 4 5

30. I can share my culture through art. 1 2 3 4 5

Some music that tells of cultural groups include:

_____

_____

31. All cultural groups play the same sports. 1 2 3 4 5

32. In the world of sports, the Olympic games brings many cultures together. 1 2 3 4 5

33. I can name some sports that came from other cultures. 1 2 3 4 5

34. Sports are not important to all cultures. 1 2 3 4 5

35. In my free time, I do activities that are part of my culture. 1 2 3 4 5

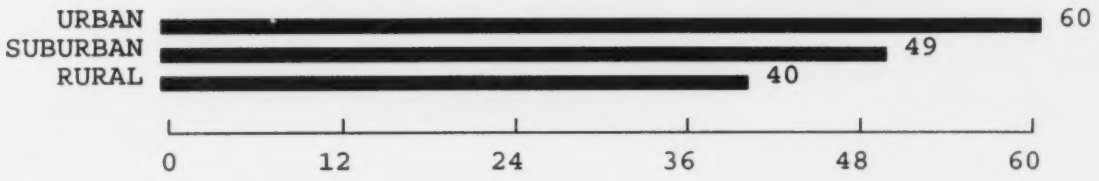
Activities that I enjoy doing include: _____

_____

Appendix B

SCHTYPE SCHOOL TYPE

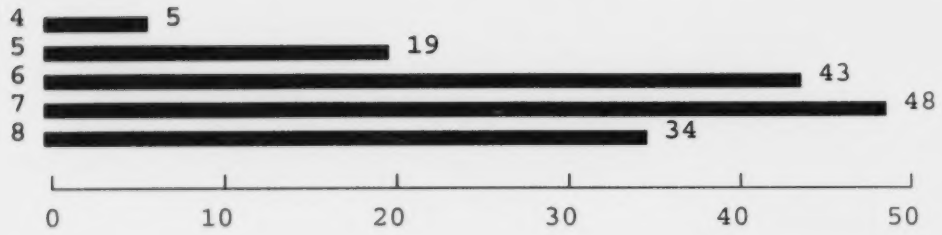
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
URBAN	1	60	40.3	40.3	40.3
SUBURBAN	2	49	32.9	32.9	73.2
RURAL	3	40	26.8	26.8	100.0
	Total	149	100.0	100.0	



Valid cases 149 Missing cases 0

GRADE GRADE LEVEL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	4	5	3.4	3.4	3.4
	5	19	12.8	12.8	16.1
	6	43	28.9	28.9	45.0
	7	48	32.2	32.2	77.2
	8	34	22.8	22.8	100.0
	Total	149	100.0	100.0	



GRADE GRADE LEVEL

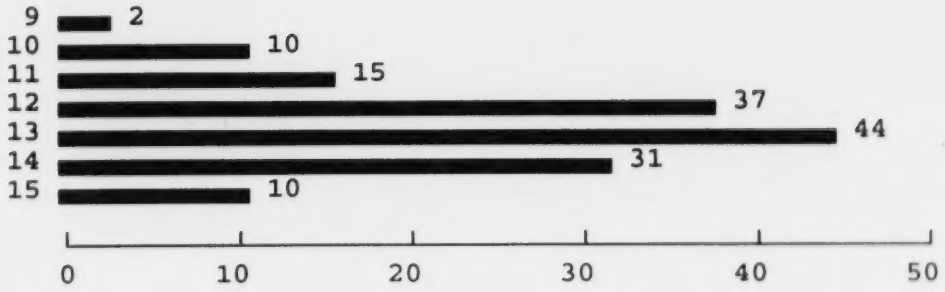
Valid cases 149 Missing cases 0

AGE STUDENT AGE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	9	2	1.3	1.3	1.3
	10	10	6.7	6.7	8.1
	11	15	10.1	10.1	18.1
	12	37	24.8	24.8	43.0
	13	44	29.5	29.5	72.5
	14	31	20.8	20.8	93.3
	15	10	6.7	6.7	100.0
	Total	149	100.0	100.0	

MORE

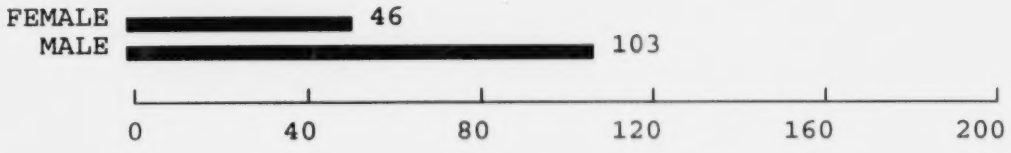
AGE STUDENT AGE



Valid cases 149 Missing cases 0

GENDER STUDENT GENDER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
FEMALE	1	46	30.9	30.9	30.9
MALE	2	103	69.1	69.1	100.0
	Total	149	100.0	100.0	



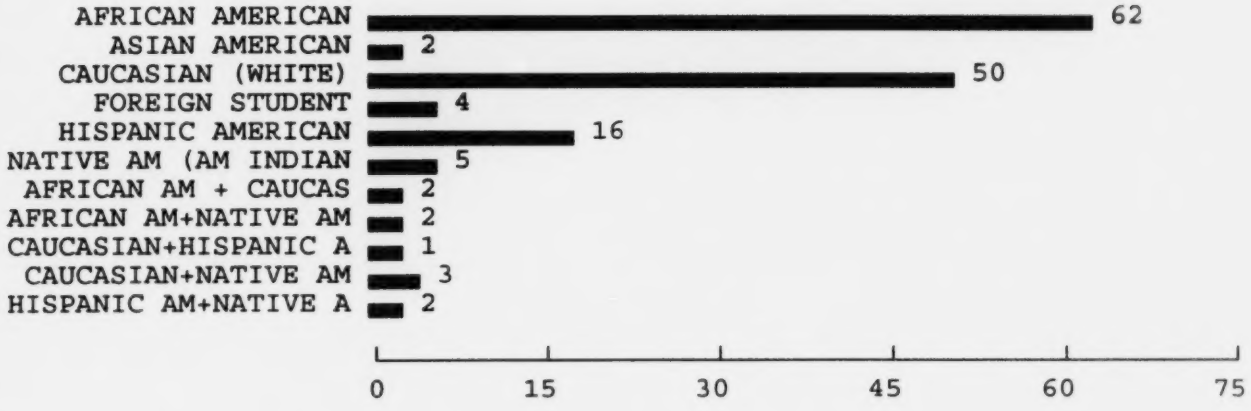
Valid cases 149 Missing cases 0

ORIGIN STUDENT ORIGIN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
AFRICAN AMERICAN	1	62	41.6	41.6	41.6
ASIAN AMERICAN	2	2	1.3	1.3	43.0
CAUCASIAN (WHITE)	3	50	33.6	33.6	76.5
FOREIGN STUDENT	4	4	2.7	2.7	79.2
HISPANIC AMERICAN	5	16	10.7	10.7	89.9
NATIVE AM (AM INDIAN	6	5	3.4	3.4	93.3
AFRICAN AM + CAUCAS	8	2	1.3	1.3	94.6
AFRICAN AM+NATIVE AM	11	2	1.3	1.3	96.0
CAUCASIAN+HISPANIC A	17	1	.7	.7	96.6
CAUCASIAN+NATIVE AM	18	3	2.0	2.0	98.7
HISPANIC AM+NATIVE A	21	2	1.3	1.3	100.0
	Total	149	100.0	100.0	

MORE

ORIGIN STUDENT ORIGIN



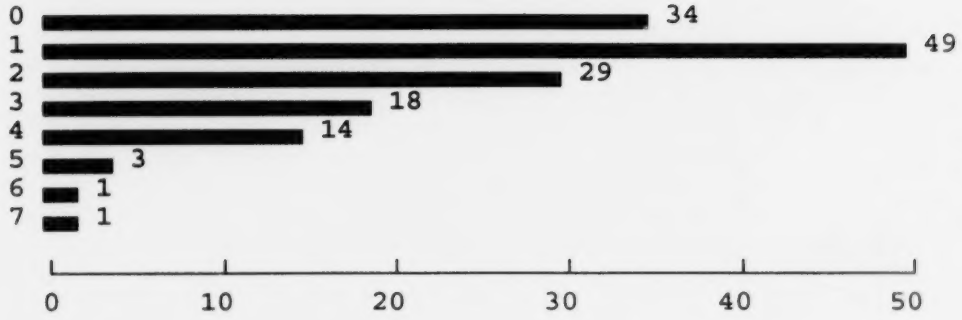
Valid cases 149 Missing cases 0

TOTCULT TOTAL NUMBER OF CULTURES STUDIED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	34	22.8	22.8	22.8
	1	49	32.9	32.9	55.7
	2	29	19.5	19.5	75.2
	3	18	12.1	12.1	87.2
	4	14	9.4	9.4	96.6
	5	3	2.0	2.0	98.7
	6	1	.7	.7	99.3
	7	1	.7	.7	100.0
	Total	149	100.0	100.0	

MORE

TOTCULT TOTAL NUMBER OF CULTURES STUDIED



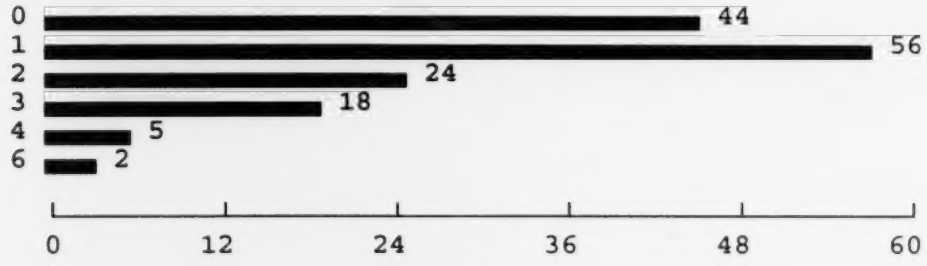
Valid cases 149 Missing cases 0

DIFFCULT DIFFERENT CULTURES STUDIED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	44	29.5	29.5	29.5
	1	56	37.6	37.6	67.1
	2	24	16.1	16.1	83.2
	3	18	12.1	12.1	95.3
	4	5	3.4	3.4	98.7
	6	2	1.3	1.3	100.0
	Total	149	100.0	100.0	

MORE

DIFFCULT DIFFERENT CULTURES STUDIED



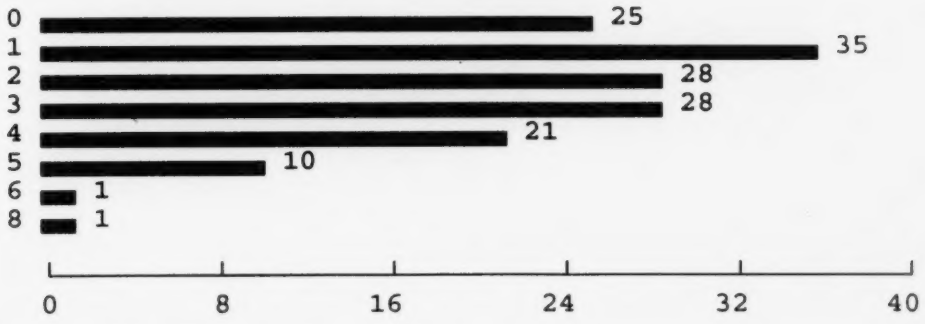
Valid cases 149 Missing cases 0

SCHHOL NUMBER OF SCH CELEBRATED HOLIDAYS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	25	16.8	16.8	16.8
	1	35	23.5	23.5	40.3
	2	28	18.8	18.8	59.1
	3	28	18.8	18.8	77.9
	4	21	14.1	14.1	91.9
	5	10	6.7	6.7	98.7
	6	1	.7	.7	99.3
	8	1	.7	.7	100.0
	Total	149	100.0	100.0	

MORE

SCHHOL NUMBER OF SCH CELEBRATED HOLIDAYS



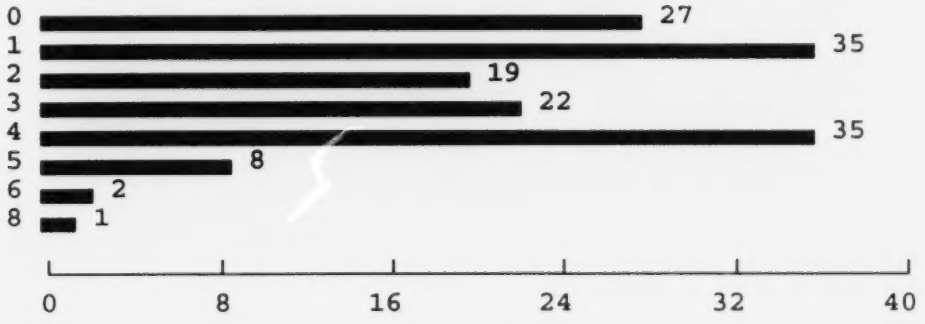
Valid cases 149 Missing cases 0

HOMEHOL NUMBER OF HOME HOLIDAYS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	27	18.1	18.1	18.1
	1	35	23.5	23.5	41.6
	2	19	12.8	12.8	54.4
	3	22	14.8	14.8	69.1
	4	35	23.5	23.5	92.6
	5	8	5.4	5.4	98.0
	6	2	1.3	1.3	99.3
	8	1	.7	.7	100.0
	Total	149	100.0	100.0	

MORE

HOMEHOL NUMBER OF HOME HOLIDAYS



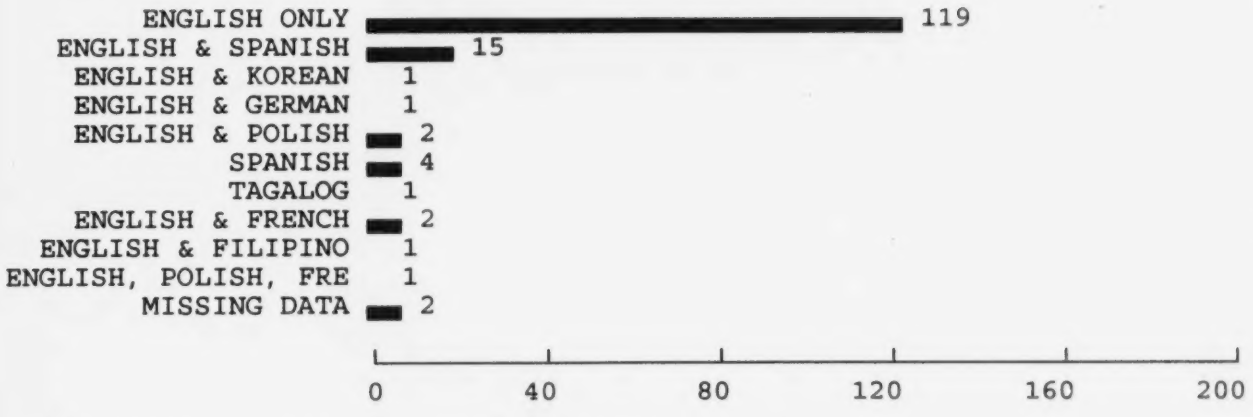
Valid cases 149 Missing cases 0

HOMELANG LANGUAGE(S) SPOKEN AT HOME

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ENGLISH ONLY	1	119	79.9	79.9	79.9
ENGLISH & SPANISH	2	15	10.1	10.1	89.9
ENGLISH & KOREAN	3	1	.7	.7	90.6
ENGLISH & GERMAN	4	1	.7	.7	91.3
ENGLISH & POLISH	5	2	1.3	1.3	92.6
SPANISH	6	4	2.7	2.7	95.3
TAGALOG	8	1	.7	.7	96.0
ENGLISH & FRENCH	12	2	1.3	1.3	97.3
ENGLISH & FILIPINO	13	1	.7	.7	98.0
ENGLISH, POLISH, FRE	14	1	.7	.7	98.7
MISSING DATA	15	2	1.3	1.3	100.0
	Total	149	100.0	100.0	

MORE

HOMELANG LANGUAGE(S) SPOKEN AT HOME



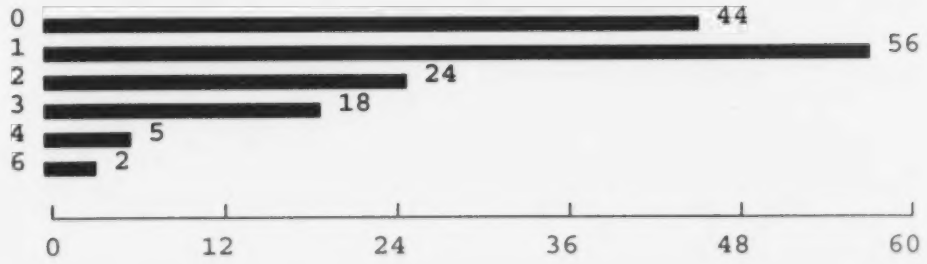
Valid cases 149 Missing cases 0

DIFFCULT DIFFERENT CULTURES STUDIED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	44	29.5	29.5	29.5
	1	56	37.6	37.6	67.1
	2	24	16.1	16.1	83.2
	3	18	12.1	12.1	95.3
	4	5	3.4	3.4	98.7
	6	2	1.3	1.3	100.0
	Total	149	100.0	100.0	

MORE

DIFFCULT DIFFERENT CULTURES STUDIED



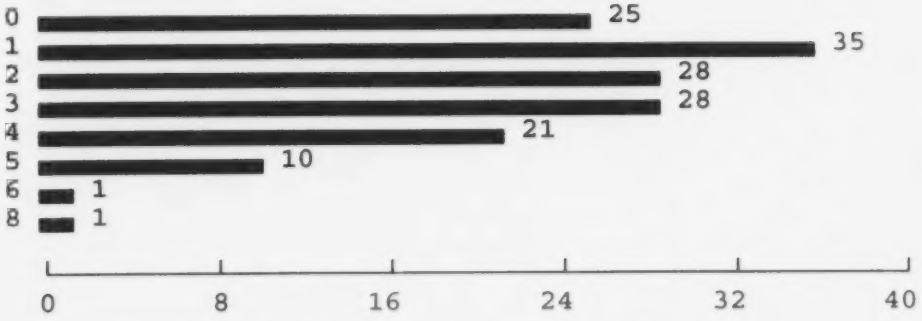
Valid cases 149 Missing cases 0

SCHHOL NUMBER OF SCH CELEBRATED HOLIDAYS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	25	16.8	16.8	16.8
	1	35	23.5	23.5	40.3
	2	28	18.8	18.8	59.1
	3	28	18.8	18.8	77.9
	4	21	14.1	14.1	91.9
	5	10	6.7	6.7	98.7
	6	1	.7	.7	99.3
	8	1	.7	.7	100.0
	Total	149	100.0	100.0	

MORE

SCHHOL NUMBER OF SCH CELEBRATED HOLIDAYS



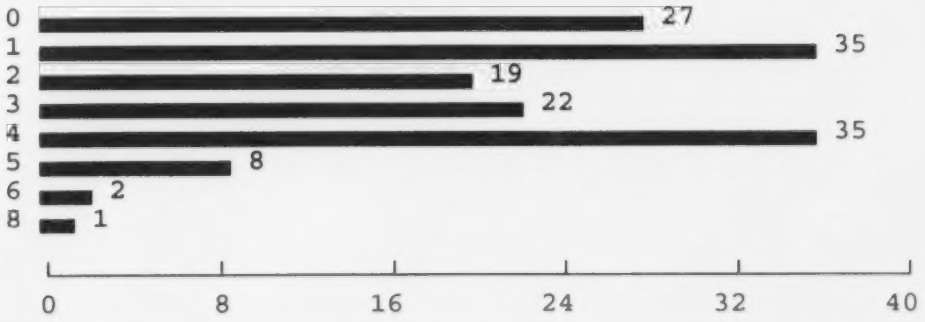
Valid cases 149 Missing cases 0

HOMEHOL NUMBER OF HOME HOLIDAYS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	27	18.1	18.1	18.1
	1	35	23.5	23.5	41.6
	2	19	12.8	12.8	54.4
	3	22	14.8	14.8	69.1
	4	35	23.5	23.5	92.6
	5	8	5.4	5.4	98.0
	6	2	1.3	1.3	99.3
	8	1	.7	.7	100.0
	Total	149	100.0	100.0	

MORE

HOMEHOL NUMBER OF HOME HOLIDAYS



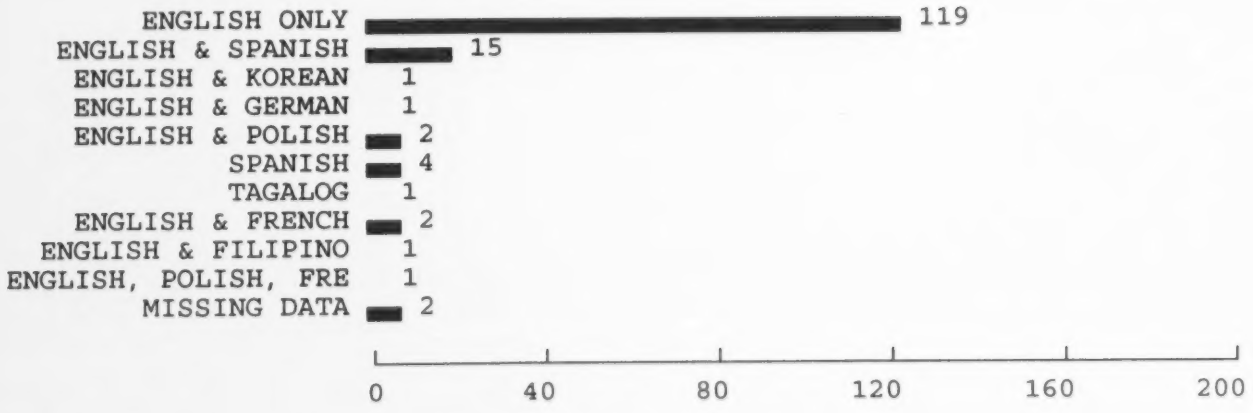
Valid cases 149 Missing cases 0

HOMELANG LANGUAGE(S) SPOKEN AT HOME

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ENGLISH ONLY	1	119	79.9	79.9	79.9
ENGLISH & SPANISH	2	15	10.1	10.1	89.9
ENGLISH & KOREAN	3	1	.7	.7	90.6
ENGLISH & GERMAN	4	1	.7	.7	91.3
ENGLISH & POLISH	5	2	1.3	1.3	92.6
SPANISH	6	4	2.7	2.7	95.3
TAGALOG	8	1	.7	.7	96.0
ENGLISH & FRENCH	12	2	1.3	1.3	97.3
ENGLISH & FILIPINO	13	1	.7	.7	98.0
ENGLISH, POLISH, FRE	14	1	.7	.7	98.7
MISSING DATA	15	2	1.3	1.3	100.0
	Total	149	100.0	100.0	

MORE

HOMELANG LANGUAGE(S) SPOKEN AT HOME



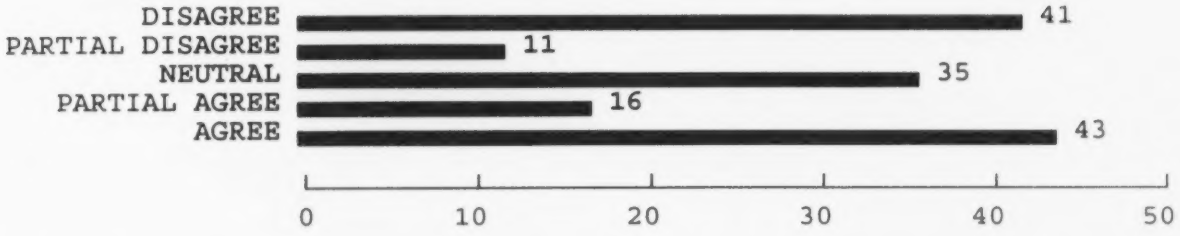
Valid cases 149 Missing cases 0

LISTFOLK I LIKE LISTENING TO FOLKLORE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	41	27.5	28.1	28.1
PARTIAL DISAGREE	2	11	7.4	7.5	35.6
NEUTRAL	3	35	23.5	24.0	59.6
PARTIAL AGREE	4	16	10.7	11.0	70.5
AGREE	5	43	28.9	29.5	100.0
MISSING DATA	9	3	2.0	Missing	
	Total	149	100.0	100.0	

MORE

LISTFOLK I LIKE LISTENING TO FOLKLORE



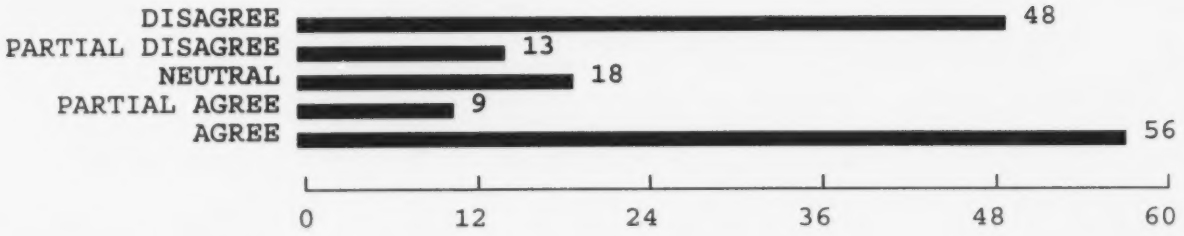
Valid cases 146 Missing cases 3

READFOLK I READ FOLKLORE DURING THE SCHOOL YEAR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	48	32.2	33.3	33.3
PARTIAL DISAGREE	2	13	8.7	9.0	42.4
NEUTRAL	3	18	12.1	12.5	54.9
PARTIAL AGREE	4	9	6.0	6.3	61.1
AGREE	5	56	37.6	38.9	100.0
MISSING DATA	9	5	3.4	Missing	
	Total	149	100.0	100.0	

MORE

READFOLK I READ FOLKLORE DURING THE SCHOOL YEAR



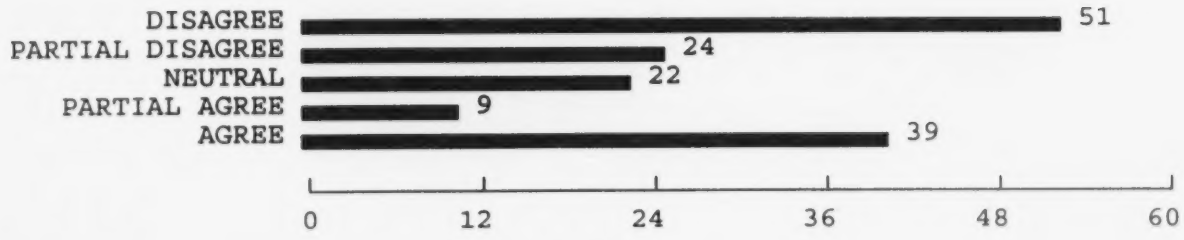
Valid cases 144 Missing cases 5

LNFKUNIP LEARNING ABOUT FOLKLORE IS UNIMPORTANT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	51	34.2	35.2	35.2
PARTIAL DISAGREE	2	24	16.1	16.6	51.7
NEUTRAL	3	22	14.8	15.2	66.9
PARTIAL AGREE	4	9	6.0	6.2	73.1
AGREE	5	39	26.2	26.9	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

MORE

LNFKUNIP LEARNING ABOUT FOLKLORE IS UNIMPORTANT



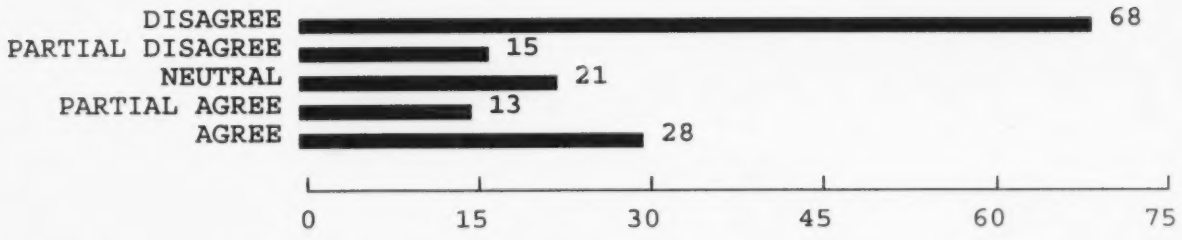
Valid cases 145 Missing cases 4

TCHDSCFK DISCUSSED FOLKLORE IN SEVERAL CLASSES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	68	45.6	46.9	46.9
PARTIAL DISAGREE	2	15	10.1	10.3	57.2
NEUTRAL	3	21	14.1	14.5	71.7
PARTIAL AGREE	4	13	8.7	9.0	80.7
AGREE	5	28	18.8	19.3	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

MORE

TCHDSCFK DISCUSSED FOLKLORE IN SEVERAL CLASSES



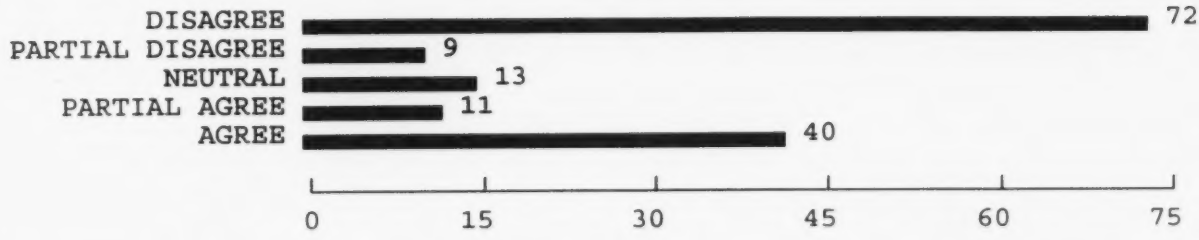
Valid cases 145 Missing cases 4

FOURFOLK I CAN TELL ABOUT FOUR FOLKLORES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	72	48.3	49.7	49.7
PARTIAL DISAGREE	2	9	6.0	6.2	55.9
NEUTRAL	3	13	8.7	9.0	64.8
PARTIAL AGREE	4	11	7.4	7.6	72.4
AGREE	5	40	26.8	27.6	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

MORE

FOURFOLK I CAN TELL ABOUT FOUR FOLKLORES



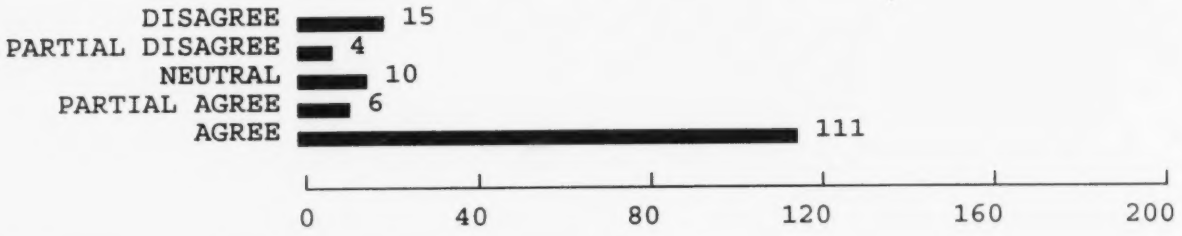
Valid cases 145 Missing cases 4

HMLNGSCH MY LANGUAGE AT HOME IS USED IN SCHOOL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	15	10.1	10.3	10.3
PARTIAL DISAGREE	2	4	2.7	2.7	13.0
NEUTRAL	3	10	6.7	6.8	19.9
PARTIAL AGREE	4	6	4.0	4.1	24.0
AGREE	5	111	74.5	76.0	100.0
MISSING DATA	9	3	2.0	Missing	
	Total	149	100.0	100.0	

MORE

HMLNGSCH MY LANGUAGE AT HOME IS USED IN SCHOOL



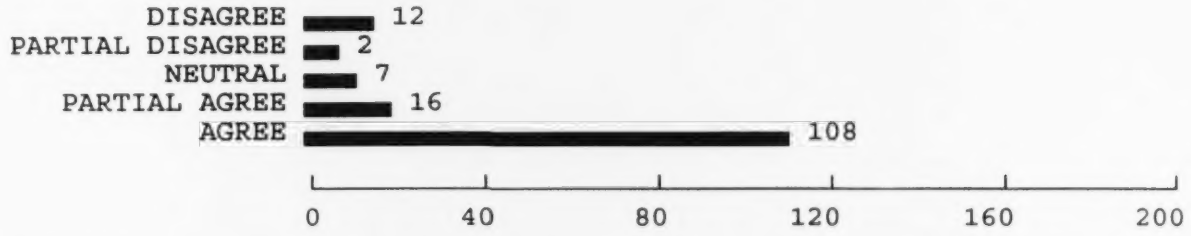
Valid cases 146 Missing cases 3

EDIMP EDUCATION IS IMPORTANT TO ME

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	12	8.1	8.3	8.3
PARTIAL DISAGREE	2	2	1.3	1.4	9.7
NEUTRAL	3	7	4.7	4.8	14.5
PARTIAL AGREE	4	16	10.7	11.0	25.5
AGREE	5	108	72.5	74.5	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

MORE

EDIMP EDUCATION IS IMPORTANT TO ME



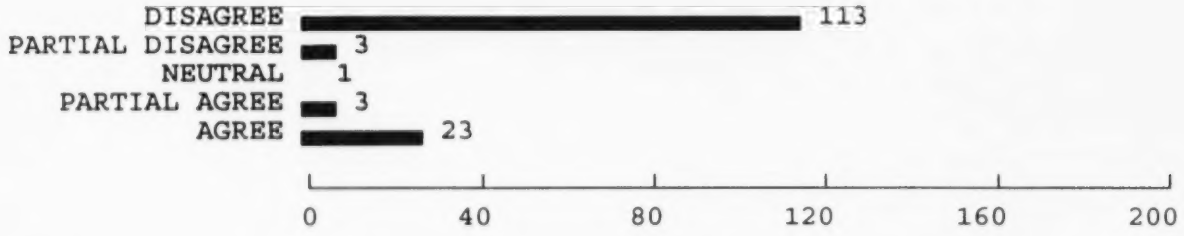
Valid cases 145 Missing cases 4

EDUNIPJB EDUCATION IS NOT IMPORTANT TO GET A JOB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	113	75.8	79.0	79.0
PARTIAL DISAGREE	2	3	2.0	2.1	81.1
NEUTRAL	3	1	.7	.7	81.8
PARTIAL AGREE	4	3	2.0	2.1	83.9
AGREE	5	23	15.4	16.1	100.0
MISSING DATA	9	6	4.0	Missing	
	Total	149	100.0	100.0	

MORE

EDUNIPJB EDUCATION IS NOT IMPORTANT TO GET A JOB



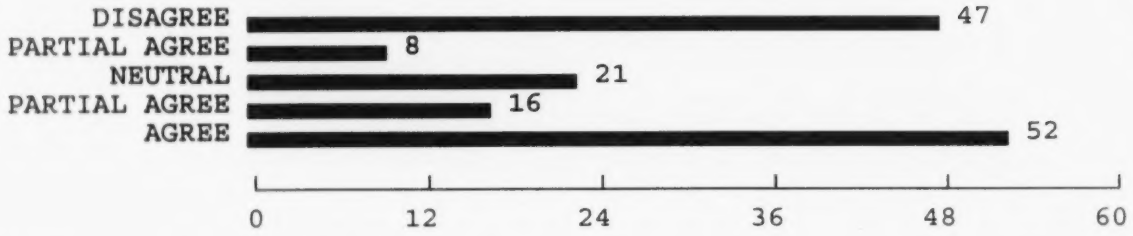
Valid cases 143 Missing cases 6

THGHMSCH THINGS I DO AT HOME IMPORTANT IN SCHOOL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	47	31.5	32.6	32.6
PARTIAL AGREE	2	8	5.4	5.6	38.2
NEUTRAL	3	21	14.1	14.6	52.8
PARTIAL AGREE	4	16	10.7	11.1	63.9
AGREE	5	52	34.9	36.1	100.0
MISSING DATA	9	5	3.4	Missing	
	Total	149	100.0	100.0	

MORE

THGHMSCH THINGS I DO AT HOME IMPORTANT IN SCHOOL



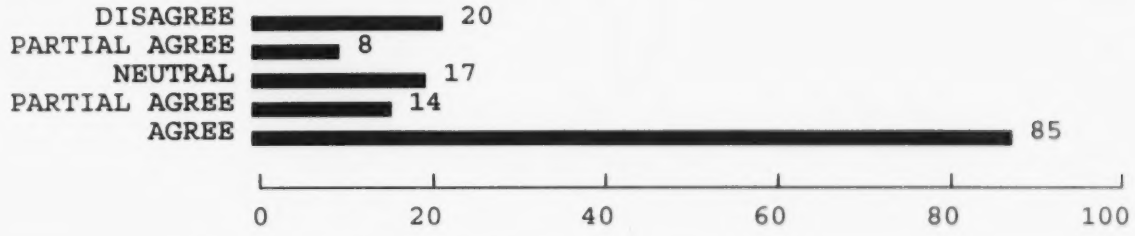
Valid cases 144 Missing cases 5

SCHENCHM WHAT I DO AT SCHOOL ENCOURAGED AT HOME

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	20	13.4	13.9	13.9
PARTIAL AGREE	2	8	5.4	5.6	19.4
NEUTRAL	3	17	11.4	11.8	31.3
PARTIAL AGREE	4	14	9.4	9.7	41.0
AGREE	5	85	57.0	59.0	100.0
MISSING DATA	9	5	3.4	Missing	
	Total	149	100.0	100.0	

MORE

SCHENCHM WHAT I DO AT SCHOOL ENCOURAGED AT HOME

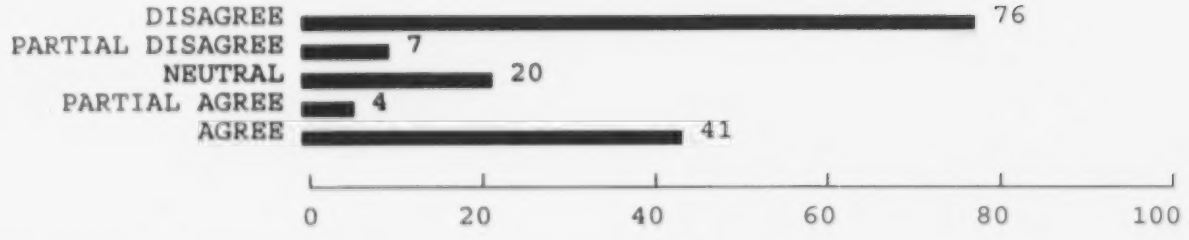


Valid cases 144 Missing cases 5

ANOTHGOV ANOTHER SYSTEM OF GOVERNMENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	76	51.0	51.4	51.4
PARTIAL DISAGREE	2	7	4.7	4.7	56.1
NEUTRAL	3	20	13.4	13.5	69.6
PARTIAL AGREE	4	4	2.7	2.7	72.3
AGREE	5	41	27.5	27.7	100.0
MISSING DATA	9	1	.7	Missing	
	Total	149	100.0	100.0	

ANOTHGOV ANOTHER SYSTEM OF GOVERNMENT



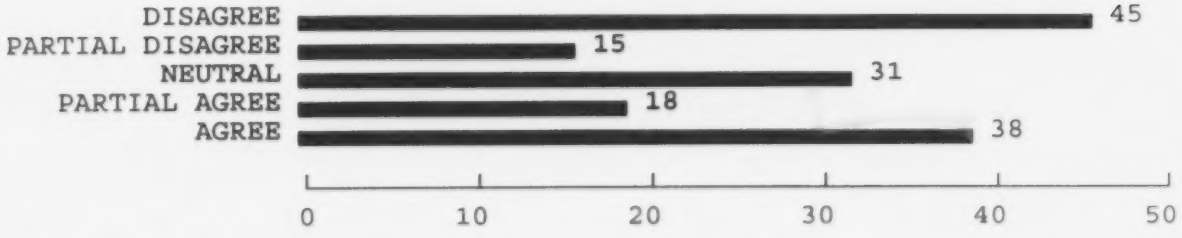
Valid cases 148 Missing cases 1

HEMIS CAN NAME HEMISPHERE FOR A GIVEN COUNTRY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	45	30.2	30.6	30.6
PARTIAL DISAGREE	2	15	10.1	10.2	40.8
NEUTRAL	3	31	20.8	21.1	61.9
PARTIAL AGREE	4	18	12.1	12.2	74.1
AGREE	5	38	25.5	25.9	100.0
MISSING DATA	9	2	1.3	Missing	
	Total	149	100.0	100.0	

MORE

HEMIS CAN NAME HEMISPHERE FOR A GIVEN COUNTRY



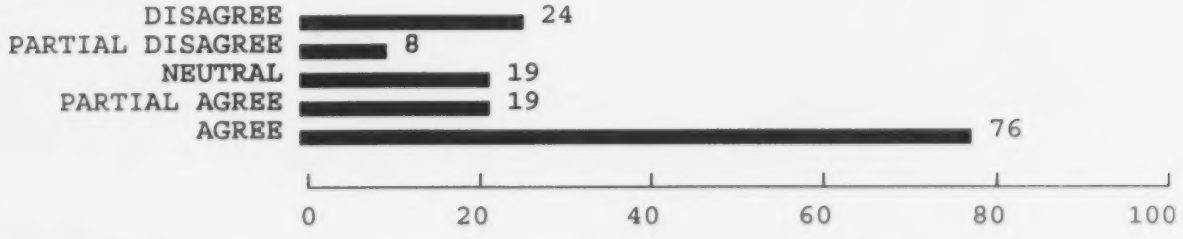
Valid cases 147 Missing cases 2

SEVNCONT I CAN RECOGNIZE ALL SEVEN CONTINENTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	24	16.1	16.4	16.4
PARTIAL DISAGREE	2	8	5.4	5.5	21.9
NEUTRAL	3	19	12.8	13.0	34.9
PARTIAL AGREE	4	19	12.8	13.0	47.9
AGREE	5	76	51.0	52.1	100.0
MISSING DATA	9	3	2.0	Missing	
	Total	149	100.0	100.0	

MORE

SEVNCONT I CAN RECOGNIZE ALL SEVEN CONTINENTS



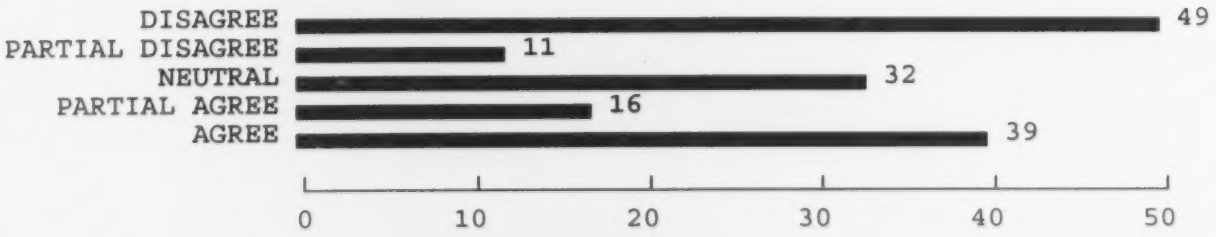
Valid cases 146 Missing cases 3

UNFMHSDC UNFAMILIAR WITH DIFF CULTURE'S HISTORY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	49	32.9	33.3	33.3
PARTIAL DISAGREE	2	11	7.4	7.5	40.8
NEUTRAL	3	32	21.5	21.8	62.6
PARTIAL AGREE	4	16	10.7	10.9	73.5
AGREE	5	39	26.2	26.5	100.0
MISSING DATA	9	2	1.3	Missing	
	Total	149	100.0	100.0	

MORE

UNFMHSDC UNFAMILIAR WITH DIFF CULTURE'S HISTORY



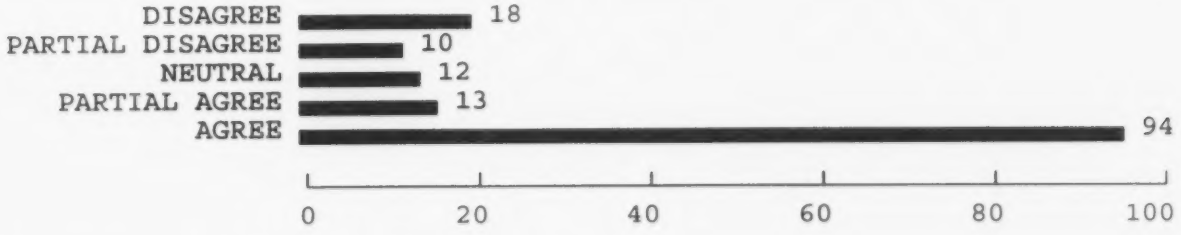
Valid cases 147 Missing cases 2

LRNCTIP IMPORTANT TO LEARN ABOUT OTHER CULTURES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	18	12.1	12.2	12.2
PARTIAL DISAGREE	2	10	6.7	6.8	19.0
NEUTRAL	3	12	8.1	8.2	27.2
PARTIAL AGREE	4	13	8.7	8.8	36.1
AGREE	5	94	63.1	63.9	100.0
MISSING DATA	9	2	1.3	Missing	
	Total	149	100.0	100.0	

MORE

LRNCTIP IMPORTANT TO LEARN ABOUT OTHER CULTURES



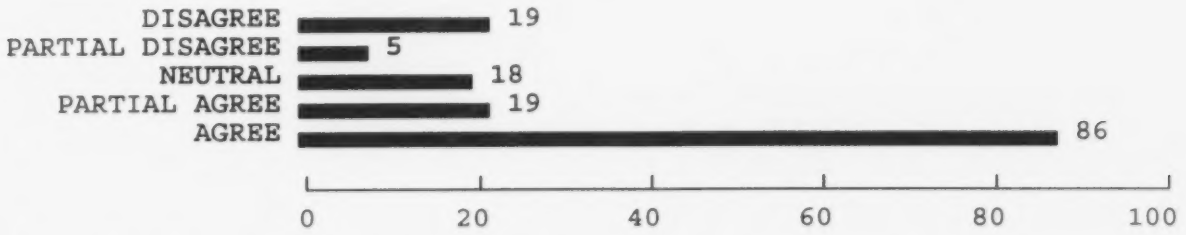
Valid cases 147 Missing cases 2

LNDLDSCH LEARN ABOUT DIFF LEADER TYPES IN SCHOOL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	19	12.8	12.9	12.9
PARTIAL DISAGREE	2	5	3.4	3.4	16.3
NEUTRAL	3	18	12.1	12.2	28.6
PARTIAL AGREE	4	19	12.8	12.9	41.5
AGREE	5	86	57.7	58.5	100.0
MISSING DATA	9	2	1.3	Missing	
	Total	149	100.0	100.0	

MORE

LNDLDSCH LEARN ABOUT DIFF LEADER TYPES IN SCHOOL



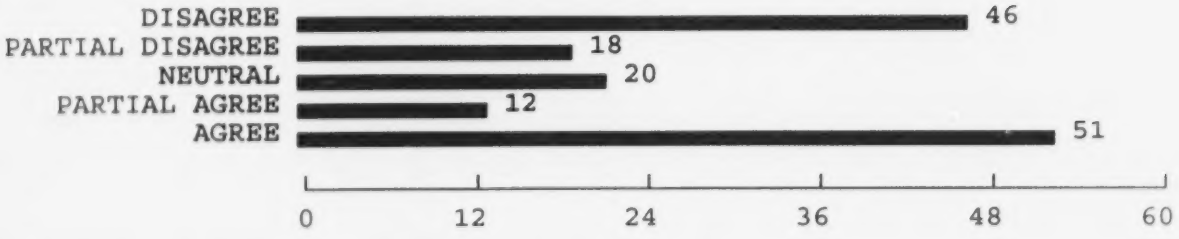
Valid cases 147 Missing cases 2

NMLDRDFC CAN NAME ANOTHER CULTURE'S LEADERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	46	30.9	31.3	31.3
PARTIAL DISAGREE	2	18	12.1	12.2	43.5
NEUTRAL	3	20	13.4	13.6	57.1
PARTIAL AGREE	4	12	8.1	8.2	65.3
AGREE	5	51	34.2	34.7	100.0
MISSING DATA	9	2	1.3	Missing	
	Total	149	100.0	100.0	

MORE

NMLDRDFC CAN NAME ANOTHER CULTURE'S LEADERS



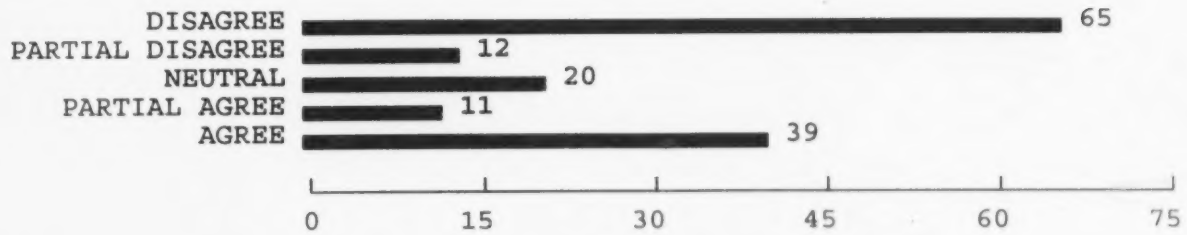
Valid cases 147 Missing cases 2

LDRNDIFF LEADERS MADE NO DIFFERENCE IN MY LIFE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	65	43.6	44.2	44.2
PARTIAL DISAGREE	2	12	8.1	8.2	52.4
NEUTRAL	3	20	13.4	13.6	66.0
PARTIAL AGREE	4	11	7.4	7.5	73.5
AGREE	5	39	26.2	26.5	100.0
MISSING DATA	9	2	1.3	Missing	
	Total	149	100.0	100.0	

MORE

LDRNDIFF LEADERS MADE NO DIFFERENCE IN MY LIFE



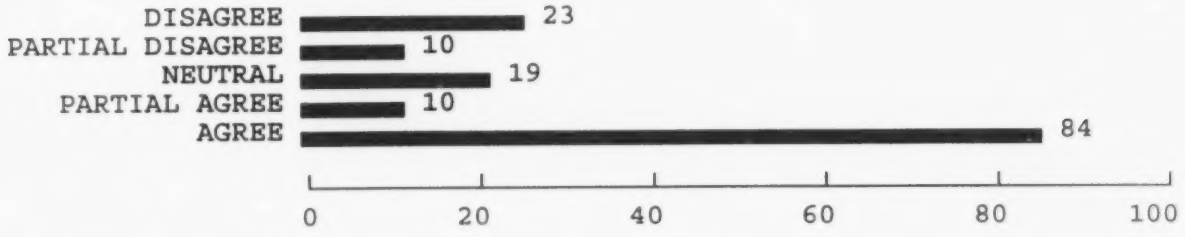
Valid cases 147 Missing cases 2

LDRWKLDR LEADERS ABLE TO WORK WITH OTHER LEADERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	23	15.4	15.8	15.8
PARTIAL DISAGREE	2	10	6.7	6.8	22.6
NEUTRAL	3	19	12.8	13.0	35.6
PARTIAL AGREE	4	10	6.7	6.8	42.5
AGREE	5	84	56.4	57.5	100.0
MISSING DATA	9	3	2.0	Missing	
	Total	149	100.0	100.0	

MORE

LDRWKLDR LEADERS ABLE TO WORK WITH OTHER LEADERS



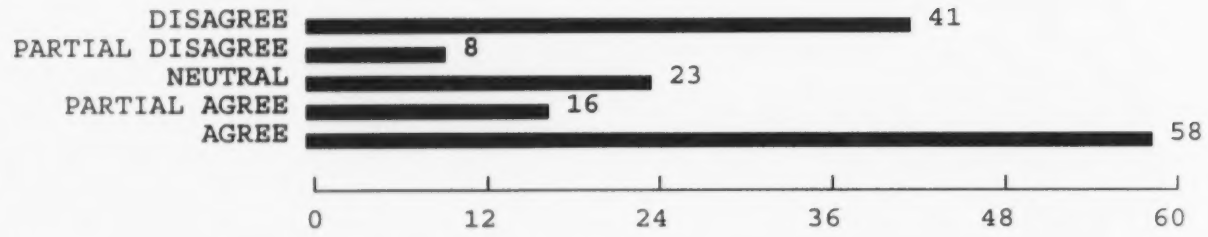
Valid cases 146 Missing cases 3

LDRNMEET LEADERS NOT ALWAYS MEET PEOPLE'S NEEDS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	41	27.5	28.1	28.1
PARTIAL DISAGREE	2	8	5.4	5.5	33.6
NEUTRAL	3	23	15.4	15.8	49.3
PARTIAL AGREE	4	16	10.7	11.0	60.3
AGREE	5	58	38.9	39.7	100.0
MISSING DATA	9	3	2.0	Missing	
	Total	149	100.0	100.0	

MORE

LDRNMEET LEADERS NOT ALWAYS MEET PEOPLE'S NEEDS



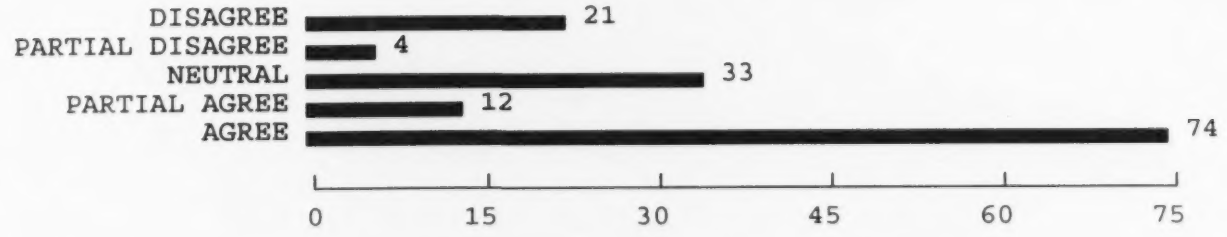
Valid cases 146 Missing cases 3

TRDOTHCT TRADITIONS HELP UNDERSTAND OTHER CULTURE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	21	14.1	14.6	14.6
PARTIAL DISAGREE	2	4	2.7	2.8	17.4
NEUTRAL	3	33	22.1	22.9	40.3
PARTIAL AGREE	4	12	8.1	8.3	48.6
AGREE	5	74	49.7	51.4	100.0
MISSING DATA	9	5	3.4	Missing	
	Total	149	100.0	100.0	

MORE

TRDOTHCT TRADITIONS HELP UNDERSTAND OTHER CULTURE

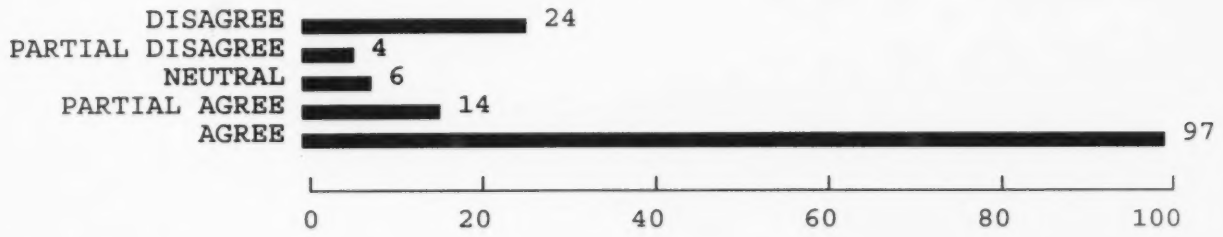


Valid cases 144 Missing cases 5

OTHDFHOL OTHERS MAY HAVE DIFF HOLIDAYS THAN I DO

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	24	16.1	16.6	16.6
PARTIAL DISAGREE	2	4	2.7	2.8	19.3
NEUTRAL	3	6	4.0	4.1	23.4
PARTIAL AGREE	4	14	9.4	9.7	33.1
AGREE	5	97	65.1	66.9	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

OTHDFHOL OTHERS MAY HAVE DIFF HOLIDAYS THAN I DO



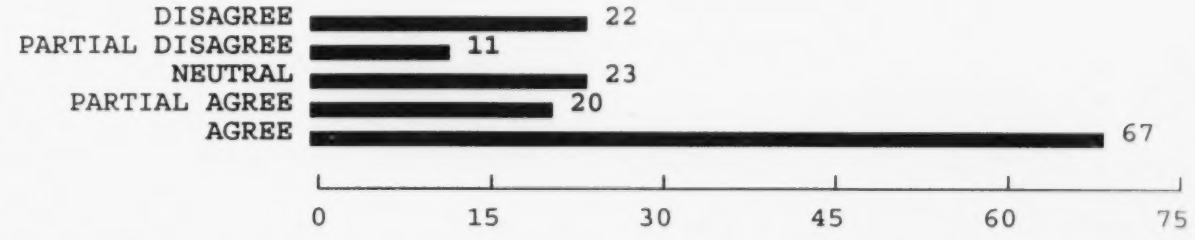
Valid cases 145 Missing cases 4

KNTRADCT I KNOW THE TRADITIONS OF MY CULTURE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	22	14.8	15.4	15.4
PARTIAL DISAGREE	2	11	7.4	7.7	23.1
NEUTRAL	3	23	15.4	16.1	39.2
PARTIAL AGREE	4	20	13.4	14.0	53.1
AGREE	5	67	45.0	46.9	100.0
MISSING DATA	9	6	4.0	Missing	
	Total	149	100.0	100.0	

MORE

KNTRADCT I KNOW THE TRADITIONS OF MY CULTURE



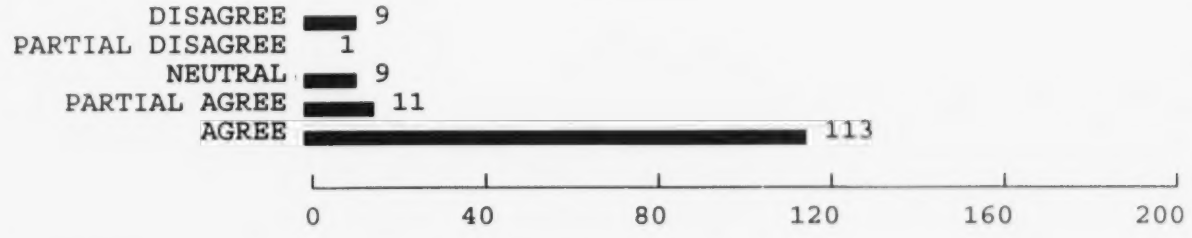
Valid cases 143 Missing cases 6

CTEATDIF SOME CULTURAL GROUPS EAT DIFFERENT FOODS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	9	6.0	6.3	6.3
PARTIAL DISAGREE	2	1	.7	.7	7.0
NEUTRAL	3	9	6.0	6.3	13.3
PARTIAL AGREE	4	11	7.4	7.7	21.0
AGREE	5	113	75.8	79.0	100.0
MISSING DATA	9	6	4.0	Missing	
	Total	149	100.0	100.0	

MORE

CTEATDIF SOME CULTURAL GROUPS EAT DIFFERENT FOODS



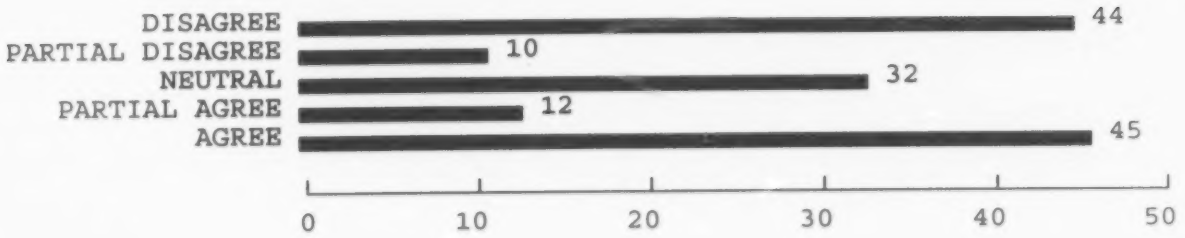
Valid cases 143 Missing cases 6

TRUNIPAL TRADITIONS NOT IMPORTANT TO ALL CULTURES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	44	29.5	30.8	30.8
PARTIAL DISAGREE	2	10	6.7	7.0	37.8
NEUTRAL	3	32	21.5	22.4	60.1
PARTIAL AGREE	4	12	8.1	8.4	68.5
AGREE	5	45	30.2	31.5	100.0
MISSING DATA	9	6	4.0	Missing	
	Total	149	100.0	100.0	

MORE

TRUNIPAL TRADITIONS NOT IMPORTANT TO ALL CULTURES



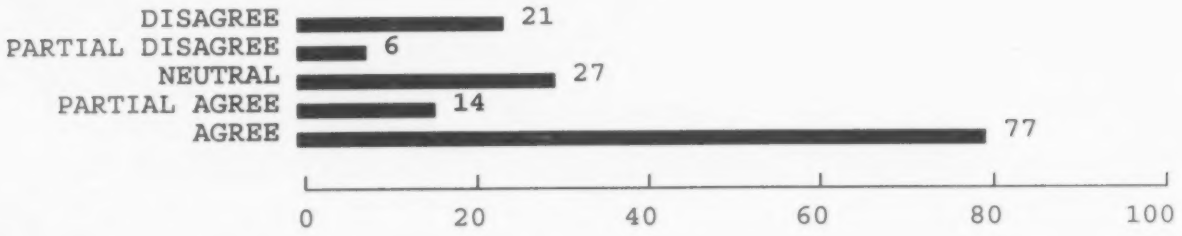
Valid cases 143 Missing cases 6

LNAMDUDC ART/MUSIC/DRAMA HELP UNDERSTAND OTHERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	21	14.1	14.5	14.5
PARTIAL DISAGREE	2	6	4.0	4.1	18.6
NEUTRAL	3	27	18.1	18.6	37.2
PARTIAL AGREE	4	14	9.4	9.7	46.9
AGREE	5	77	51.7	53.1	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

MORE

LNAMDUDC ART/MUSIC/DRAMA HELP UNDERSTAND OTHERS



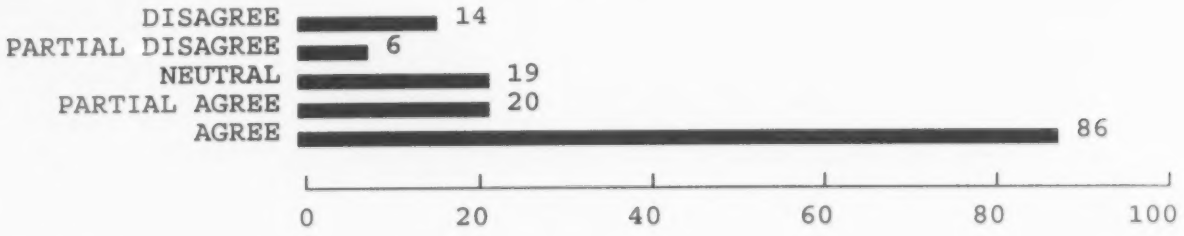
Valid cases 145 Missing cases 4

SHARCULT SOME CULTURES USE ARTS TO SHARE CULTURE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	14	9.4	9.7	9.7
PARTIAL DISAGREE	2	6	4.0	4.1	13.8
NEUTRAL	3	19	12.8	13.1	26.9
PARTIAL AGREE	4	20	13.4	13.8	40.7
AGREE	5	86	57.7	59.3	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

MORE

SHARCULT SOME CULTURES USE ARTS TO SHARE CULTURE



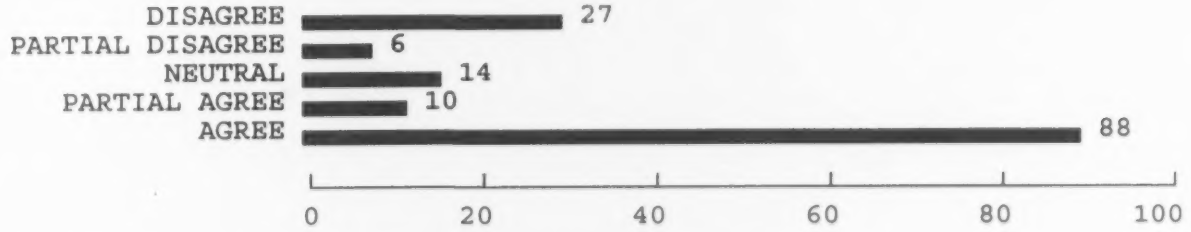
Valid cases 145 Missing cases 4

CLTDFMUS ALL CULTURES DON'T LISTEN TO SAME MUSIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	27	18.1	18.6	18.6
PARTIAL DISAGREE	2	6	4.0	4.1	22.8
NEUTRAL	3	14	9.4	9.7	32.4
PARTIAL AGREE	4	10	6.7	6.9	39.3
AGREE	5	88	59.1	60.7	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

MORE

CLTDFMUS ALL CULTURES DON'T LISTEN TO SAME MUSIC



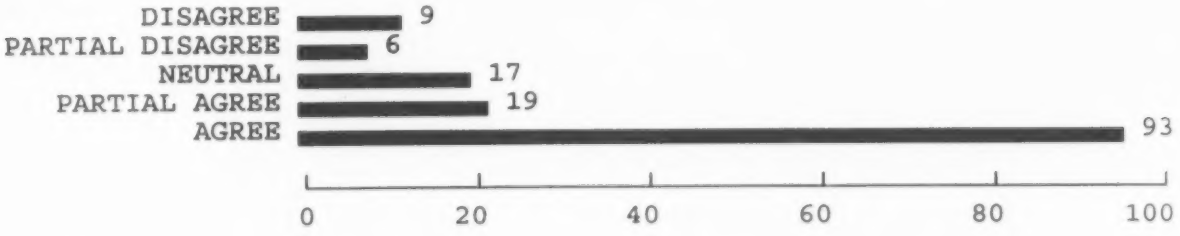
Valid cases 145 Missing cases 4

PLYSHWDF PLAYS CAN SHOW ABOUT DIFFERENT CULTURES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	9	6.0	6.3	6.3
PARTIAL DISAGREE	2	6	4.0	4.2	10.4
NEUTRAL	3	17	11.4	11.8	22.2
PARTIAL AGREE	4	19	12.8	13.2	35.4
AGREE	5	93	62.4	64.6	100.0
MISSING DATA	9	5	3.4	Missing	
	Total	149	100.0	100.0	

MORE

PLYSHWDF PLAYS CAN SHOW ABOUT DIFFERENT CULTURES



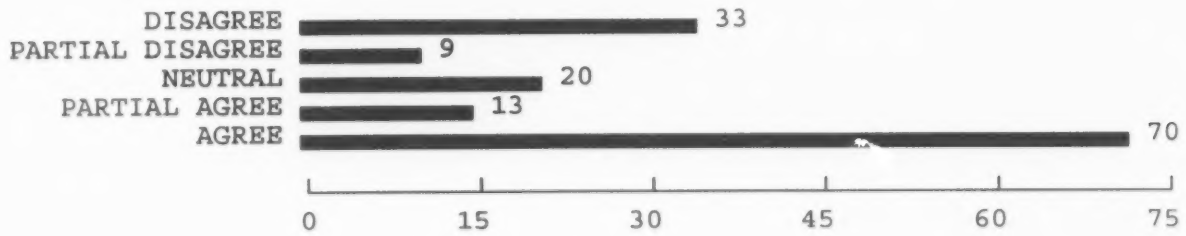
Valid cases 144 Missing cases 5

SHRCLART I CAN SHARE MY CULTURE THROUGH ART

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	33	22.1	22.8	22.8
PARTIAL DISAGREE	2	9	6.0	6.2	29.0
NEUTRAL	3	20	13.4	13.8	42.8
PARTIAL AGREE	4	13	8.7	9.0	51.7
AGREE	5	70	47.0	48.3	100.0
MISSING DATA	9	4	2.7	Missing	
	Total	149	100.0	100.0	

MORE

SHRCLART I CAN SHARE MY CULTURE THROUGH ART



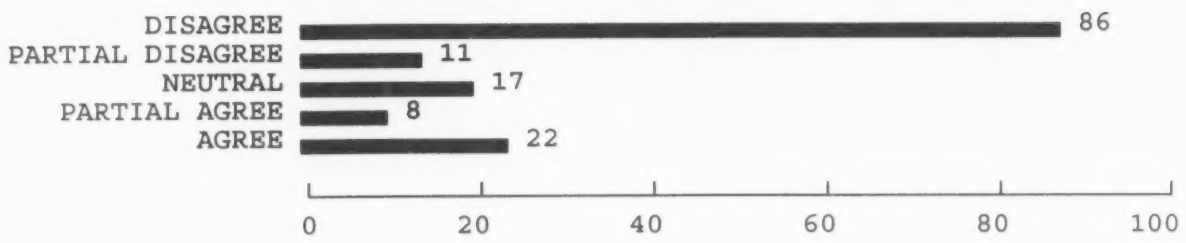
Valid cases 145 Missing cases 4

CLTSMSPT ALL CULTURAL GROUPS PLAY THE SAME SPORTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	86	57.7	59.7	59.7
PARTIAL DISAGREE	2	11	7.4	7.6	67.4
NEUTRAL	3	17	11.4	11.8	79.2
PARTIAL AGREE	4	8	5.4	5.6	84.7
AGREE	5	22	14.8	15.3	100.0
MISSING DATA	9	5	3.4	Missing	
	Total	149	100.0	100.0	

MORE

CLTSMSPT ALL CULTURAL GROUPS PLAY THE SAME SPORTS



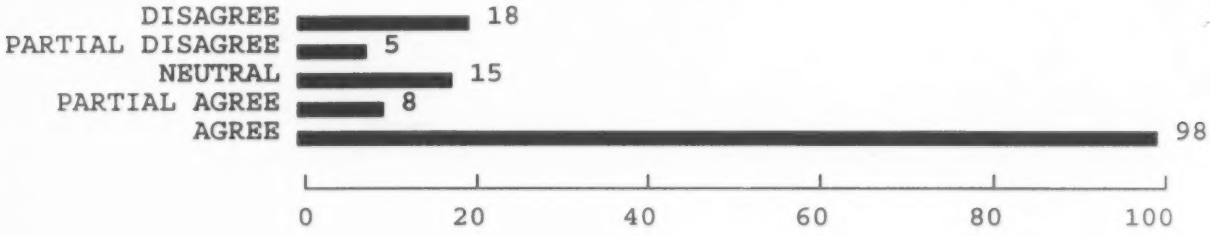
Valid cases 144 Missing cases 5

OLYCTGHR OLYMPICS BRING MANY CULTURES TOGETHER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	18	12.1	12.5	12.5
PARTIAL DISAGREE	2	5	3.4	3.5	16.0
NEUTRAL	3	15	10.1	10.4	26.4
PARTIAL AGREE	4	8	5.4	5.6	31.9
AGREE	5	98	65.8	68.1	100.0
MISSING DATA	9	5	3.4	Missing	
	Total	149	100.0	100.0	

MORE

OLYCTGHR OLYMPICS BRING MANY CULTURES TOGETHER



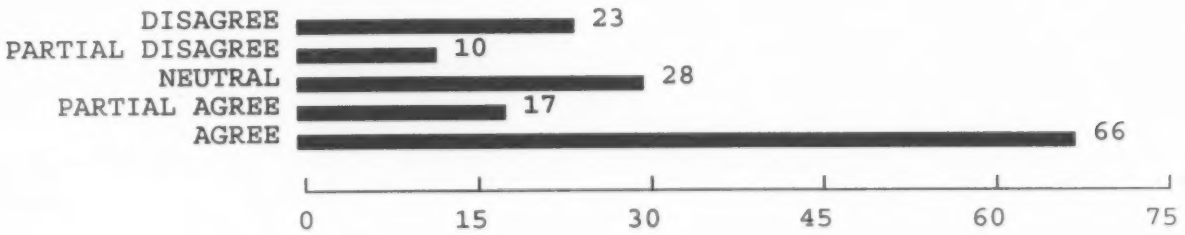
Valid cases 144 Missing cases 5

NAMSPTDF CAN NAME SOME OTHER CULTURES SPORTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	23	15.4	16.0	16.0
PARTIAL DISAGREE	2	10	6.7	6.9	22.9
NEUTRAL	3	28	18.8	19.4	42.4
PARTIAL AGREE	4	17	11.4	11.8	54.2
AGREE	5	66	44.3	45.8	100.0
MISSING DATA	9	5	3.4	Missing	
	Total	149	100.0	100.0	

MORE

NAMSPTDF CAN NAME SOME OTHER CULTURES SPORTS



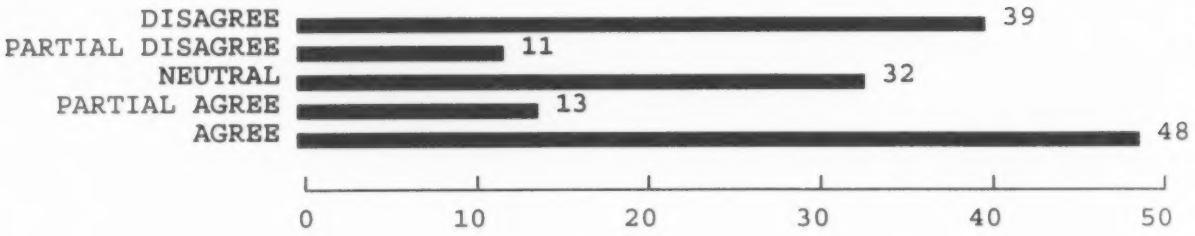
Valid cases 144 Missing cases 5

SPTUNIPL SPORTS ARE NOT IMPORTANT TO ALL CULTURES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	39	26.2	27.3	27.3
PARTIAL DISAGREE	2	11	7.4	7.7	35.0
NEUTRAL	3	32	21.5	22.4	57.3
PARTIAL AGREE	4	13	8.7	9.1	66.4
AGREE	5	48	32.2	33.6	100.0
MISSING DATA	9	6	4.0	Missing	
	Total	149	100.0	100.0	

MORE

SPTUNIPL SPORTS ARE NOT IMPORTANT TO ALL CULTURES



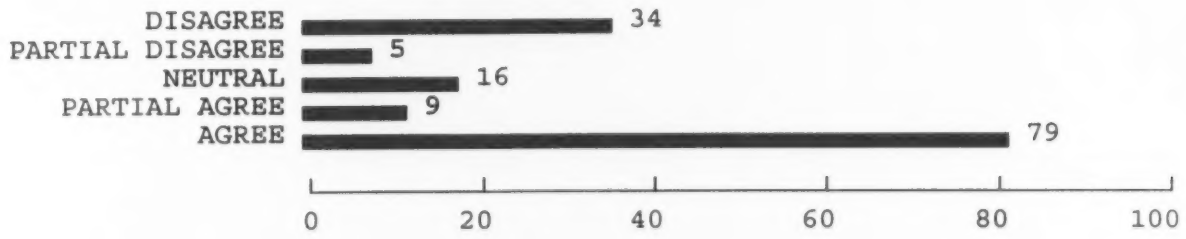
Valid cases 143 Missing cases 6

FRECULAC DO FREE TIME ACTIVITIES FROM MY CULTURE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	34	22.8	23.8	23.8
PARTIAL DISAGREE	2	5	3.4	3.5	27.3
NEUTRAL	3	16	10.7	11.2	38.5
PARTIAL AGREE	4	9	6.0	6.3	44.8
AGREE	5	79	53.0	55.2	100.0
MISSING DATA	9	6	4.0	Missing	
	Total	149	100.0	100.0	

MORE

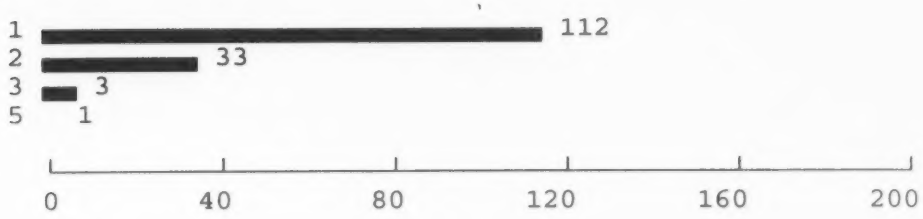
FRECULAC DO FREE TIME ACTIVITIES FROM MY CULTURE



Valid cases 143 Missing cases 6

MNOBILNG NUMBER OF LANGUAGES THAT I SPEAK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	112	75.2	75.2	75.2
	2	33	22.1	22.1	97.3
	3	3	2.0	2.0	99.3
	5	1	.7	.7	100.0
	Total	149	100.0	100.0	



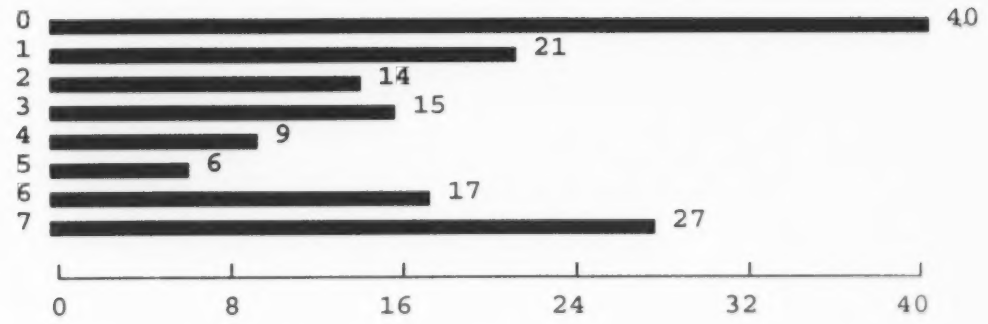
Valid cases 149 Missing cases 0

CONTNB NUMBER OF NAMED CONTINENTS KNOWN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	40	26.8	26.8	26.8
	1	21	14.1	14.1	40.9
	2	14	9.4	9.4	50.3
	3	15	10.1	10.1	60.4
	4	9	6.0	6.0	66.4
	5	6	4.0	4.0	70.5
	6	17	11.4	11.4	81.9
	7	27	18.1	18.1	100.0
	Total	149	100.0	100.0	

MORE

CONTNB NUMBER OF NAMED CONTINENTS KNOWN



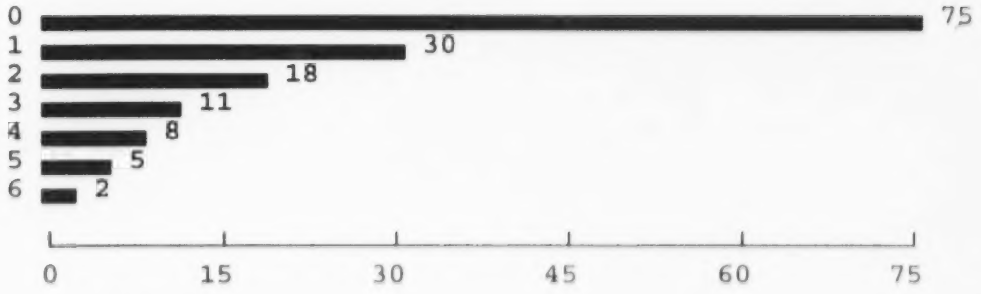
Valid cases 149 Missing cases 0

NAMELDR NUMBER OF OTHER CULTURES NAMED LEADERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	75	50.3	50.3	50.3
	1	30	20.1	20.1	70.5
	2	18	12.1	12.1	82.6
	3	11	7.4	7.4	89.9
	4	8	5.4	5.4	95.3
	5	5	3.4	3.4	98.7
	6	2	1.3	1.3	100.0
	Total	149	100.0	100.0	

MORE

NAMELDR NUMBER OF OTHER CULTURES NAMED LEADERS



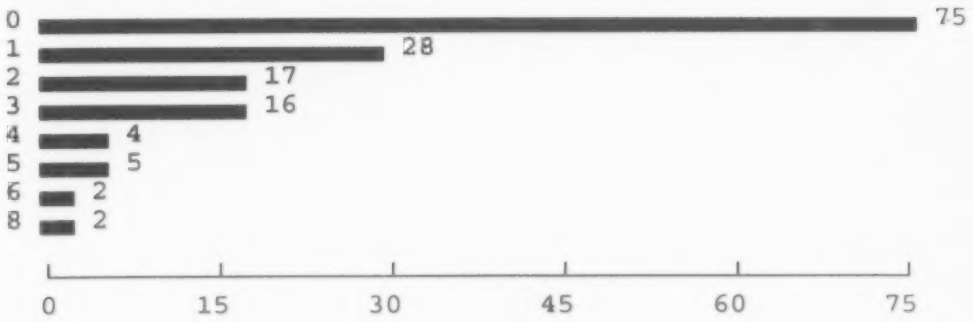
Valid cases 149 Missing cases 0

LDRINFL NUMBER OF LEADERS WHO INFLUENCED YOU

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	75	50.3	50.3	50.3
	1	28	18.8	18.8	69.1
	2	17	11.4	11.4	80.5
	3	16	10.7	10.7	91.3
	4	4	2.7	2.7	94.0
	5	5	3.4	3.4	97.3
	6	2	1.3	1.3	98.7
	8	2	1.3	1.3	100.0
	Total	149	100.0	100.0	

MORE

LDRINFL NUMBER OF LEADERS WHO INFLUENCED YOU



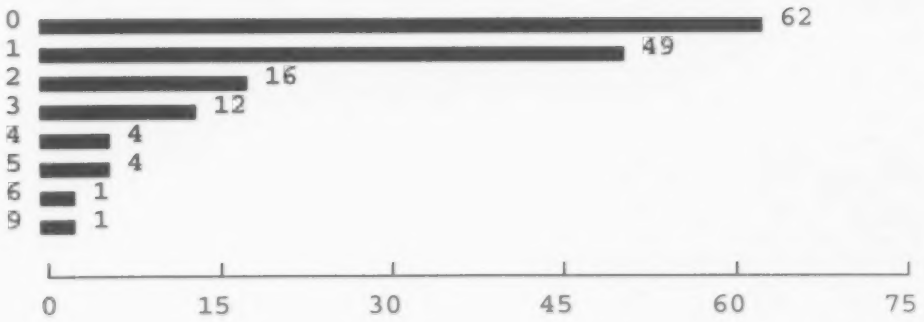
Valid cases 149 Missing cases 0

FAMTRAD NUMBER OF FAMILY TRADITIONS MENTIONED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	62	41.6	41.6	41.6
	1	49	32.9	32.9	74.5
	2	16	10.7	10.7	85.2
	3	12	8.1	8.1	93.3
	4	4	2.7	2.7	96.0
	5	4	2.7	2.7	98.7
	6	1	.7	.7	99.3
	9	1	.7	.7	100.0
	Total	149	100.0	100.0	

MORE

FAMTRAD NUMBER OF FAMILY TRADITIONS MENTIONED



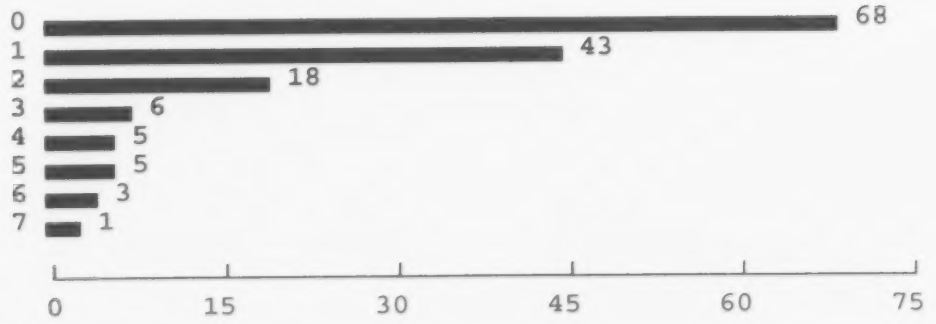
Valid cases 149 Missing cases 0

MUSTELCU NUMBER OF MUSIC TYPES TELLING OF CULTURE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	68	45.6	45.6	45.6
	1	43	28.9	28.9	74.5
	2	18	12.1	12.1	86.6
	3	6	4.0	4.0	90.6
	4	5	3.4	3.4	94.0
	5	5	3.4	3.4	97.3
	6	3	2.0	2.0	99.3
	7	1	.7	.7	100.0
	Total	149	100.0	100.0	

MORE

MUSTELCU NUMBER OF MUSIC TYPES TELLING OF CULTURE



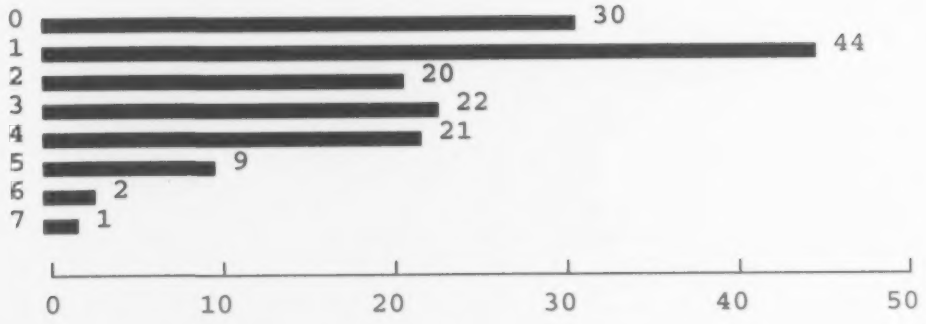
Valid cases 149 Missing cases 0

ACTENJOY NUMBER OF ACTIVITIES ENJOY DOING

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	30	20.1	20.1	20.1
	1	44	29.5	29.5	49.7
	2	20	13.4	13.4	63.1
	3	22	14.8	14.8	77.9
	4	21	14.1	14.1	91.9
	5	9	6.0	6.0	98.0
	6	2	1.3	1.3	99.3
	7	1	.7	.7	100.0
	Total	149	100.0	100.0	

MORE

ACTENJOY NUMBER OF ACTIVITIES ENJOY DOING



Valid cases 149 Missing cases 0

Appendix C

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SET EJECT ON.
DATA LIST FIXED / school 1-2 resp 3-5 schtype 6 grade 7 age 8-9 gender 10
 origin 11-12 totcult 13-14 diffcult 15-16 schhol 17-18 homehol 19-20
 homelang 21-22 listfolk 23 readfolk 24 lnfkunip 25 tchdscfk 26
 fourfolk 27 hmlngsch 28 edimp 29 edunipjb 30 thghmsch 31 schenchm 32
 anothgov 33 hemis 34 sevncont 35 unfmhsdc 36 lrnctip 37
 lndldsch 38 nmldrdfc 39 ldrndiff 40 ldrwkldr 41 ldrnmeet 42
 trdothct 43 othdfhol 44 kntradct 45 cteatdif 46 trunipal 47
 lnamdudc 48 sharcult 49 cltdfmus 50 plyshwdf 51 shrclart 52
 cltsmspt 53 olyctghr 54 namsptdf 55 sptunipl 56 freculac 57
 mnobilng 58 contnb 59 nameldr 60 ldrinfl 61 famtrad 62 mustelcu 63
 actenjoy 64.
VARIABLE LABELS SCHOOL "SCHOOL NAME"
RESP "RESPONDENT"
SCHTYPE "SCHOOL TYPE"
GRADE "GRADE LEVEL"
AGE "STUDENT AGE"
GENDER "STUDENT GENDER"
ORIGIN "STUDENT ORIGIN"
TOTCULT "TOTAL NUMBER OF CULTURES STUDIED"
DIFFCULT "DIFFERENT CULTURES STUDIED"
SCHHOL "NUMBER OF SCH CELEBRATED HOLIDAYS"
HOMEHOL "NUMBER OF HOME HOLIDAYS"
HOMELANG "LANGUAGE(S) SPOKEN AT HOME"
LISTFOLK "I LIKE LISTENING TO FOLKLORE"
READFOLK "I READ FOLKLORE DURING THE SCHOOL YEAR"
LN KUNIP "LEARNING ABOUT FOLKLORE IS UNIMPORTANT"
TCHDSCFK "DISCUSSED FOLKLORE IN SEVERAL CLASSES"
FOURFOLK "I CAN TELL ABOUT FOUR FOLKLORES"
HMLNGSCH "MY LANGUAGE AT HOME IS USED IN SCHOOL"
EDIMP "EDUCATION IS IMPORTANT TO ME"
EDUNIPJB "EDUCATION IS NOT IMPORTANT TO GET A JOB"
THGHMSCH "THINGS I DO AT HOME IMPORTANT IN SCHOOL"
SCHENCHM "WHAT I DO AT SCHOOL ENCOURAGED AT HOME"
ANOTHGOV "ANOTHER SYSTEM OF GOVERNMENT"
HEMIS "CAN NAME HEMISPHERE FOR A GIVEN COUNTRY"
SEVNCONT "I CAN RECOGNIZE ALL SEVEN CONTINENTS"
UNFMHSDC "UNFAMILIAR WITH DIFF CULTURE'S HISTORY"
LRNCTIP "IMPORTANT TO LEARN ABOUT OTHER CULTURES"
LNDLDSCH "LEARN ABOUT DIFF LEADER TYPES IN SCHOOL"
NMLDRDFC "CAN NAME ANOTHER CULTURE'S LEADERS"
LDRNDIFF "LEADERS MADE NO DIFFERENCE IN MY LIFE"
LDRWKLDR "LEADERS ABLE TO WORK WITH OTHER LEADERS"
LDRNMEET "LEADERS NOT ALWAYS MEET PEOPLE'S NEEDS"
TRDOTHCT "TRADITIONS HELP UNDERSTAND OTHER CULTURES"
OTHDFHOL "OTHERS MAY HAVE DIFF HOLIDAYS THAN I DO"
KNTRADCT "I KNOW THE TRADITIONS OF MY CULTURE"
CTEATDIF "SOME CULTURAL GROUPS EAT DIFFERENT FOODS"
TRUNIPAL "TRADITIONS NOT IMPORTANT TO ALL CULTURES"
LNAMDUDC "ART/MUSIC/DRAMA HELP UNDERSTAND OTHERS"
SHARCULT "SOME CULTURES USE ARTS TO SHARE CULTURE"
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CLTDFMUS "ALL CULTURES DON'T LISTEN TO SAME MUSIC"
PLYSHWDF "PLAYS CAN SHOW ABOUT DIFFERENT CULTURES"                    C2
SHRCLART "I CAN SHARE MY CULTURE THROUGH ART"
CLTSMSPT "ALL CULTURAL GROUPS PLAY THE SAME SPORTS"
OLYCTGHR "OLYMPICS BRING MANY CULTURES TOGETHER"
NAMSPTDF "CAN NAME SOME OTHER CULTURES SPORTS"
SPTUNIPL "SPORTS ARE NOT IMPORTANT TO ALL CULTURES"
FRECULAC "DO FREE TIME ACTIVITIES FROM MY CULTURE"
MNOBILNG "NUMBER OF LANGUAGES THAT I SPEAK"
CONTNB "NUMBER OF NAMED CONTINENTS KNOWN"
NAMELDR "NUMBER OF OTHER CULTURES NAMED LEADERS"
LDRINFL "NUMBER OF LEADERS WHO INFLUENCED YOU"
FAMTRAD "NUMBER OF FAMILY TRADITIONS MENTIONED"
MUSTELCU "NUMBER OF MUSIC TYPES TELLING OF CULTURE"
ACTENJOY "NUMBER OF ACTIVITIES ENJOY DOING".

VALUE LABELS / SCHTYPE 1 'URBAN' 2 'SUBURBAN' 3 'RURAL'
/GENDER 1 'FEMALE' 2 'MALE'
/ORIGIN 1 'AFRICAN AMERICAN' 2 'ASIAN AMERICAN' 3 'CAUCASIAN (WHITE)'
4 'FOREIGN STUDENT'
5 'HISPANIC AMERICAN'
6 'NATIVE AM (AM INDIAN)'
7 'AFRICAN AM+ASIAN AM'
8 'AFRICAN AM + CAUCAS'
9 'AFRICAN AM + FOREIGN'
10 'AFRICAN AM+HISPAN AM'
11 'AFRICAN AM+NATIVE AM'
12 'ASIAN AM+CAUCASIAN'
13 'ASIAN AM+FOREIGN ST'
14 'ASIAN AM+HISPANIC AM'
15 'ASIAN AM + NATIVE AM'
16 'CAUCASIAN+FOREIGN ST'
17 'CAUCASIAN+HISPANIC AM'
18 'CAUCASIAN+NATIVE AM'
19 'FOREIGN+HISPANIC AM'
20 'FOREIGN + NATIVE AM'
21 'HISPANIC AM+NATIVE AM'
22 'AFR AM+ASIAN AM+CAUC'
23 'AFR AM+ASIAN AM+FOR'
24 'AFR AM+ASIAN+HISP AM'
25 'AFR AM+ASIAN+NAT AM'
26 'AFR AM+CAUC+FOR ST'
27 'AFR AM+CAUC+HISP AM'
28 'AFR AM+CAUC+NATIVE AM'
29 'AFR AM+FOR ST+HISP AM'
30 'AFR AM+FOR+NATIVE AM'
31 'AFR AM+HISP AM+NAT AM'
32 'ASIAN AM+CAUC+FOR ST'
33 'ASIAN AM+CAUC+HISP AM'
34 'ASIAN AM+CAUC+NAT AM'
35 'CAUC+FOR ST+HISP AM'
36 'CAUC+HISP AM+NAT AM'
37 'FOR+HISP AM+NAT AM'
38 'MISSING DATA'
/HOMELANG 1 'ENGLISH ONLY' 2 'ENGLISH & SPANISH' 3 'ENGLISH & KOREAN'
4 'ENGLISH & GERMAN' 5 'ENGLISH & POLISH' 6 'SPANISH' 7 'CHINESE'
8 'TAGALOG' 9 'ENGLISH, SPANISH, & FRENCH'
10 'ENGLISH, POLISH, & LITHUANIAN'
11 'ENGLISH, SPANISH, FRENCH, GERMAN, & GREEK'
12 'ENGLISH & FRENCH' 13 'ENGLISH & FILIPINO'.
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14 'ENGLISH, POLISH, FRENCH, & SPANISH'                                    C3
15 'MISSING DATA'
/LISTFOLK 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/READFOLK 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/LNFKUNIP 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/TCHDSCFK 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/FOURFOLK 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/HMLNGSCH 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/EDIMP 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/EDUNIPJB 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/THGHMSCH 1 'DISAGREE' 2 'PARTIAL AGREE' 3 'NEUTRAL'4 'PARTIAL AGREE'
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/SCHENCHM 1 'DISAGREE' 2 'PARTIAL AGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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5 'AGREE' 9 'MISSING DATA'
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/LNDLDSCH 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/TRDOTHCT 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/OTHDFHOL 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/LNAMDUDC 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/CLTDFMUS 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/PLYSHWDF 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
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/SHRCLART 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/CLTSMSPT 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/OLYCTGHR 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
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/NAMSPTDF 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/SPTUNIPL 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'
/FRECULAC 1 'DISAGREE' 2 'PARTIAL DISAGREE' 3 'NEUTRAL' 4 'PARTIAL AGREE'
5 'AGREE' 9 'MISSING DATA'.
BEGIN DATA.
END DATA.
    149 cases are written to the compressed active file.

This procedure was completed at 14:11:34
MISSING LISTFOLK TO FRECULAC(9).
COMPUTE GRPGRD = GRADE.
RECODE GRPGRD (4=1) (5=1) (6=1) (7=2) (8=2).
FINISH.

End of Include file.
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